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ABSTRACT

Guidelines are presented for establishing, expanding, and evaluating vocational home economics instructional programs in Ohio. The administrator and teacher-directed manual incorporates the most recent policies and procedures for programs at the secondary, postsecondary, and adult level. An outline presents an overview of the types of programs, program scope, students, and State and local administrations involved. A resource list, a description of the Future Homemakers of America, and standards for vocational home economics teacher certification in Ohio are presented. Organizational information and descriptions are outlined for the following programs: dual role consumer and homemaking programs, for ninth and tenth graders; job training programs, preparing high school students for home economics related occupations; impact home economics programs, aimed at improving the self-image of economically disadvantaged seventh through ninth graders; adult programs, including homemaking, job training, and family life education courses; and technical programs, preparing paraprofessionals in two-year, post-high school programs in child development and food service. Sample forms necessary for program implementation are appended. (LH)

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MANUAL OF OPERATION

FEB 05 1976

OHIO VOCATIONAL HOME ECONOMICS CONSUMER HOME MAKING & JOB TRAINING

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

The purpose of the Manual of Operation is to provide school administrators and teachers with information by which instructional programs in Ohio vocational home economics can be established, expanded and evaluated.

This 1975 revision of the manual incorporates the most recent policies and procedures for the approval of vocational home economics programs at all levels—secondary, post-secondary and adult.

Sonia Cole Price
Assistant Director
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The Ohio Department of Education

MANUAL OF OPERATION

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VOCATIONAL HOME ECONOMICS OVERVIEW

I. Types of Programs

A. Dual role consumer and homemaking

B. Job training that requires home economics knowledge and skills

II. Scope of the Vocational Home Economics Program

A. The Dual Role Consumer and Homemaking program for the occupation of homemaker assists high school youth in personal growth and development as a home and community member with emphasis on preparation for the responsibilities of establishing and maintaining a successful home and family life. Individualized extended experiences (I.E.E.) are an integral part of dual role consumer and homemaking education.

B. The Impact program assists selected youth in grades seven through nine from economically depressed areas to improve self-images and adjust to home, school and community. Parent cooperation and participation are an integral part of the program.

C. The Job Training program prepares high school youth for a variety of home economics-related occupations, through laboratory or work experience and related instruction.

D. The Future Homemakers of America is a national organization for students in home economics and related occupational courses in junior and senior high schools. There are two types of chapters: Consumer Homemaking-FHA and HERO-FHA (Home Economics-Related Occupations).

E. The Technical Education program prepares post high school students for paraprofessional occupations in home economics-related fields.

F. The Adult Education program is threefold:

1. Adult consumer and homemaking courses offer instruction designed to improve the home and family living of the participants.

2. Adult job training programs train adults for home economics-related occupations. Upgrading and retraining courses also assist adults in skill development which will improve their occupational opportunities.

3. Family life education aims to improve and strengthen families through homemaking education. Special programs for homemakers of depressed areas of urban and rural Ohio give emphasis to the improvement of self-concepts and the development of skills and knowledge in all areas of homemaking, especially those related to child development, interpersonal relations, consumer education and nutrition.

III. Students Served by Vocational Home Economics

All youth and adults are potential students of vocational home economics instruction. For purposes of identification, students may be described according to the following categories:

A. Regular Student - One who can succeed in a regular vocational program without special assistance or provisions.

B. Disadvantaged Student - One who has academic, socioeconomic, cultural or other handicaps that prevent the person from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason requires specially designed educational programs or related services.

C. Handicapped Student - Mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired persons who by reason of their handicap cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

IV. Administration at the State Level

A. Authority for the Program

Within the provisions of the federal and state legislation, the Ohio State Plan for Vocational Education has been prepared and approved by the State Board of Education and the U.S. Office of Education. Criteria for operation and reimbursement of vocational education programs are approved by the State Board of Education.

B. State Supervision and Services

The Assistant Director of Vocational Education, Home Economics Section, and a staff of state supervisors provide several types of services to schools and teachers:

1. Assistance with programs

Supervisors assist local schools in organizing and evaluating vocational home economics programs.

2. Inservice education

State and regional conferences are sponsored by the Home Economics Section to inform and assist vocational home economics teachers. Summer workshops are held to provide in-depth education in selected areas of home economics for vocational teachers.

3. Curriculum development and job analysis

The Home Economics Section assumes leadership in curriculum development and job analysis for all vocational home economics programs. Materials are available to all interested persons on a cost recovery basis.

C. Approval of Vocational Home Economics Programs

1. Secondary

a. The Home Economics Section of the Vocational Division reviews and recommends to the State Board the granting of vocational home economics units in the state foundation program.

b. New units are added only at the beginning of the school year.

c. The conditions under which a joint vocational school district may operate a vocational program for a parochial school are outlined in the appendix.

2. Adult

The Home Economics Section of the Vocational Division reviews and approves, for reimbursement, contract and unit programs and hourly based classes.

3. Technical

The Home Economics Section of the Vocational Division reviews and approves units for reimbursement.

V. Administration at the Local Level

A. Establish local advisory committee for each home economics program to advise on program planning, operation and evaluation.

B. It is the responsibility of the local administration to employ a qualified vocational teacher. Certification requirements are outlined on pages 8-13.

C. Assume responsibility for the development of the course outline and the course of study.

D. Administer the program according to criteria.

E. Assume responsibility for the completion of the vocational education reports (data processing reports). Samples are in the appendices.

VI. Funding and Contracting

The fiscal year for the Division of Vocational Education begins July 1 and ends June 30.

VII. Miscellaneous

A. Approved Textbook List

The Division of Elementary and Secondary Education annually prepares a list of approved textbook publishers. These publishers have submitted lists of textbooks to be sold in Ohio at the maximum Ohio

contract price (75 percent of list price) in accordance with the provisions of Sections 3329.01 and 3329.02 of the Revised Code of Ohio. (Request list from the Elementary and Secondary Division.)

B. Liability Insurance

It would be advisable for a teacher to carry personal liability insurance.

RESOURCES AND PUBLICATIONS FOR VOCATIONAL HOME ECONOMICS

The following materials are available ONLY from the address listed below. Please do NOT send a request to the State Office Building; this will only delay the order.

The Instructional Materials Laboratory
The Ohio State University
1885 Neil Avenue
Columbus, Ohio 43210

Make checks payable to: INSTRUCTIONAL MATERIALS LABORATORY

Statements will be rendered on orders submitted on official purchase orders. Remittance must accompany all other orders.

POSTAGE & HANDLING - $.40 each
2-12 copies - $.35 each
13 or more - $.25 each
(see exceptions below)

DISCOUNT POLICY
1 - 25 copies - List Price
26-100 copies - 10% discount
101 or more - 20% discount
(20% to all Ohio public agencies on any number of copies)

	Single Copy
MULTI-AREA CURRICULUM For Job Training Programs	$3.50
SUGGESTED SPACE AND EQUIPMENT COSTS For Job Training Programs	$1.50
JOB TRAINING FOOD SERVICE CURRICULUM GUIDE	$10 plus $1 postage (Ohio)
SPACE AND EQUIPMENT PLANNING GUIDE FOR DUAL ROLE CONSUMER AND HOMEMAKING EDUCATION	$3 plus $.60 postage (Ohio)
DUAL ROLE CONSUMER AND HOMEMAKING EDUCATION CURRICULUM GUIDE	$15.65 plus $1.46 postage (Ohio)
THE IN-BETWEENS CURRICULUM GUIDE For Students with Special Learning Needs	$1.75
MANUAL OF OPERATION	$3 plus $.60 postage (Ohio)
CONSUMER EDUCATION CURRICULUM GUIDE, GRADES K-12	$3
Home Economics Supplement	$2.40
Home Economics for Families with Limited Income Resource Supplement	$2.40
Home Economics Job Training Resource Supplement	$2.40
IMPACT CURRICULUM GUIDE	$2.50

CUMULATIVE RECORD OF HOME EXPERIENCES IN DAY SCHOOLS

Pad of 50 records - $1 (no discount)
Postage & handling - 10¢ per pad

FUTURE HOMEMAKERS OF AMERICA
(Consumer Homemaking and HERO)

I. Overview

Future Homemakers of America is the national organization for students in home economics and related occupational courses in junior and senior high schools. It is a nonprofit organization cosponsored by the Home Economics Education Branch of the U.S. Office of Education and the American Home Economics Association. FHA enriches the vocational consumer homemaking and home economics job training experiences which students receive in their classes.

II. Organization description

A. Objectives

1. The FHA overall objective is to help students assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement.

2. Local, state and national activities stress leadership development through group work; individual and chapter recognition; family, school and community participation.

B. Types of Chapters

1. Consumer Homemaking-FHA

   For those students taking vocational consumer homemaking or nonvocational home economics courses.

2. HERO-FHA (Home Economics-Related Occupations)

   For students in the vocational home economics job training programs.

C. Funding

In a resolution enacted March 13, 1972, the Ohio Board of Education endorsed and encouraged the formation and maintenance of student organizations in vocational education programs throughout the schools in Ohio. The board of education of any school district may expend monies from its general revenue fund for the operation of such student activity programs as may be approved by the State Board of Education and included in the program of each school district as authorized by its board of education. Such expenditure shall not exceed five-tenths of one percent of the board's annual operating budget.

D. Program of Work

1. Home economics education programs in the secondary schools are the foundation on which the FHA program is built. The organization, functioning as an integral part of the home economics education program, provides a framework in which student planned and student directed activities can be extended in and beyond the classroom to enrich learning.

2. Guidelines for and materials to plan and implement the program are provided to affiliated chapters by the Ohio Association FHA.

E. Chapter Membership and Leadership

1. Membership

Any student enrolled in a junior high school, senior high school, or vocational school, who is taking or has taken a home economics course, is eligible for membership if the school has an affiliated chapter.

2. Officers

Officers representing the national, state and local levels are elected annually by the members.

3. Advisors

The home economics teacher in the school serves as advisor to the local chapter or chapters.

Appointed supervisors of vocational home economics serve as state advisor(s) to the Ohio Association.

III. Establishing a Chapter

Materials and information pertaining to the establishment of a chapter in a school are available upon request from:

Ohio Association Future Homemakers of America
Home Economics Section
State Department of Education
State Office Building
65 South Front Street
Columbus, Ohio 43215

CERTIFICATION

I. Overview

Standards for teacher certification in the State of Ohio were revised by the Advisory Council on Teacher Education and Certification, adopted by the State Board of Education on October 12, 1970, and became effective on January 1, 1972. The revised standards are contained in "Laws and Regulations Governing Teacher Education and Certification" as published by the State Department of Education. The following information is useful as a supplement to assist in the interpretation and application of the laws and regulations.

II. Vocational Home Economics Certificate

The vocational home economics certificate is validated for one or more vocational home economics programs: consumer-homemaking, child care services job training, food service job training, fabric service job training, community and home service job training or multi-area job training. A teacher must hold a vocational home economics certificate valid for teaching the specific type of program for which he or she is being funded.

III. Colleges and Universities Approved for Training Vocational Home Economics Teachers

Nine Ohio colleges and universities train vocational home economics teachers. These colleges are all approved for training consumer homemaking teachers, but not all offer complete course work in job training areas.

1. Ashland College
2. Bowling Green State University
3. Miami University
4. Kent State University
5. Ohio State University
6. Ohio University
7. University of Akron
8. University of Cincinnati
9. University of Dayton

IV. Requirements for a Four-Year Provisional Vocational Home Economics Certificate

The provisional vocational home economics certificate will be issued to the holder of a bachelor's degree provided the pattern of education leading to the degree conforms to the following requirements:

A. Professional courses distributed over the following areas:

1. Understanding the learner and the learning process
2. School in relation to society
3. Principles and methods of teaching vocational home economics, including student teaching in the area of concentration (consumer and homemaking education or job training).

Suggested minimum distribution: 3 semester hours (5 quarter hours) in 1; 3 semester hours (5 quarter hours) in 2; and 15 semester hours (23 quarter hours) in 3.

B. Technical Courses

1. Consumer and homemaking

Course work well distributed over the following areas:

a. Foods and nutrition
b. Clothing and textiles
c. Housing, home furnishings and equipment
d. Home management - theory and experience - and consumer economics
e. Child development, nursery school participation and family relations
f. Electives

Suggested minimum distribution: 6,6,6,9,9, and 3 semester hours (9,9,9,14,14, and 5 quarter hours), respectively, in areas a through f.

2. Job training

An applicant must specify in which of the following areas validation is requested:

a. Child care services

Courses well distributed over the following areas:

- Family development
- Child development
- Nursery school theory and practicum
- Child psychology
- Children's art
- Children's literature
- Children's music
- Exceptional children
- Basic business
- Health and recreation for children

b. Food services

Courses well distributed over the following areas:

- Nutrition
- Basic food preparation
- Quantity food preparation
- Institutional buying
- Management and organization
- Bacteriology or food sanitation
- Accounting or business organization
- Experimental foods
- Institutional equipment

c. Fabric services

Course work well distributed over the following areas:

- Textiles
- Basic clothing construction
- Home furnishings principles and laboratory
- Related art
- Basic business
- Tailoring
- Textiles analysis
- Industrial production

d. Community and home services

Course work well distributed over the following areas:

- Household equipment
- Institutional equipment
- Management principles
- Basic foods
- Nutrition
- Meal management
- Sanitation
- Health
- Home nursing

Suggested minimum distribution: 30 semester hours (45 quarter hours) in a specialized area in home economics and closely related disciplines.

e. Multi-area

An applicant for the multi-area job training certificate must complete the subject matter courses required for the vocational consumer and homemaking education certificate.

An applicant for the provisional vocational home economics job training certificate shall submit evidence of one year of gainful employment or supervised field experience in the area of specialization, under the direction of the teacher-educator at the university.

OR

C. Certification for Nondegree Applicant

A provisional vocational home economics certificate in job training may be issued to one who submits evidence of the following:

1. Professional preparation

Completion of a program of professional courses equivalent to 16 semester (24 quarter hours) of teacher improvement at an approved institution for vocational home economics education.

2. Teaching experience

Successful teaching experience for a minimum of 18 months in a vocational home economics job training program.

NOTE: This applicant shall have had a minimum of seven years of occupational experience in the job training area before the initial one-year vocational home economics certificate is granted. The program of professional courses equivalent to 16 semester (24 quarter) hours of teacher improvement work (referred to under "professional preparation") shall be completed through the in-service education program established by the State Department of Education, Vocational Home Economics Section. A teacher educator administers the program, which is characterized by frequent visitations—approximately two each month. The visits consist of observations, consultation and assignments on an individual basis. Workshop participation is a required part of the program. College credit may be requested by the teacher for the inservice participation, but such credit is not required for the provisional certificate.

V. One-Year Vocational Home Economics Certificates

A. Initial Application

1. A superintendent may request issuance of a one-year vocational home economics certificate for the teacher who is not eligible for a provisional certificate, providing there are no fully certificated applicants available. The superintendent must send the applicant's transcript to the Vocational Education Division, Home Economics Section, for evaluation.

2. A job training applicant must also complete the Secondary Vocational Teaching Evaluation Form - #4938.

B. Certificate Issuance

1. Consumer and homemaking

A one-year vocational certificate may be issued to an applicant who has a degree with a major in home economics and who completes a vocational home economics consumer-homemaking methods course.

2. Job training

An applicant with a degree in home economics with a major in foods and nutrition, clothing and textiles, child development, home furnishings and equipment, institutional or home management or home economics education may be issued a one-year vocational certificate for job training upon evidence of:

One year of paid related employment or a supervised field experience and a methods course in teaching job training.

A person with less than a bachelor's degree may be issued a one-year vocational certificate under the same provisions as outlined above with the exception that the applicant, in lieu of a bachelor's degree, must have successfully completed a minimum of seven years of paid occupational experience in the area in which the individual intends to teach.

C. Renewal of One-Year Vocational Certificate

1. An applicant with a bachelor's degree may renew a one-year vocational certificate upon completion of two courses, at a minimum of two semester (three quarter) hours each.

2. An applicant with less than a bachelor's degree may renew the one-year vocational certificate upon completion of an inservice program of education which shall be equivalent to a minimum of four semester hours (six quarter hours) of vocational home economics instruction selected from the list of professional courses as outlined for the provisional certificate.

NOTE: A one-year certificate may be renewed only three times.

VI. Vocational Supervisor Certificate

The provisional vocational supervisor's certificate will be issued to the holder of a bachelor's degree with 10 semester hours (15 quarter hours) of course work in home economics, including at least one course in coordination and supervision and at least one course in selection and organization of curriculum, from a college or university approved for vocational education. The remaining hours are to be selected from the following areas:

- Shop and laboratory design
- History of vocational education
- Shop and laboratory organization and management
- Education and business and industrial coordination
- Evaluation techniques for vocational programs
- Research problems in vocational education

The applicant must furnish evidence of 27 months of successful teaching experience in vocational education.

VII. Certification of Technical Instructors

Faculty members shall be competent in the specific area of technology in which they teach, normally holding the baccalaureate or higher degrees in fields of concentration appropriate to their teaching assignments and having at least one year of employment experience in a technical field related to their area of instruction.

Technical competency in the specific area of the technology gained through five or more years of experience may be substituted for baccalaureate degree work.

Department chairmen or persons responsible for curriculum planning and supervision must hold the master's degree or other advanced preparation and experience in an appropriate field of concentration.

It is recommended that all faculty members shall have had recent experience in, or professional practice pertinent to, the technologies which they teach; such experience should be kept up-to-date through professional association, consultative practice and individual reading and research.

VIII. Certification for Adult Education Personnel—
Consumer and Homemaking Education and Job Training

A. Instructors

An instructor of a noncredit adult education class may teach on any standard teaching certificate.

If the instructor has not had formal college training, but has a recognized ability in the area to be taught, the local administrator must assume responsibility for securing temporary certification for the instructor from the Division of Certification. According to the present certification regulations, six semester hours of credit are not necessary for the renewal of a one-year adult certificate.

B. Director of Family Life Education

It is desirable that the director of a program of family life education be vocationally certificated in home economics, have a minimum of three years of successful teaching experience, and leadership and administrative potential. Previous experience and success in working with residents of lower socioeconomic areas are important.

If a person with such qualifications is not available, consideration may be given to a person experienced in working with the disadvantaged who is a graduate of a four-year college program in education, sociology or psychology, in which there has been emphasis on parent education, family relations and child development.

C. Adult Supervisor

The certification requirements for a full-time adult home economics supervisor are the same as for the secondary programs.

D. Regional Adult Consultant

The consultant must hold a vocational home economics certificate.

DUAL ROLE CONSUMER AND HOMEMAKING EDUCATION
FOR THE OCCUPATION OF HOMEMAKER

I. Overview

A. Philosophy

Since homemaking leads all occupations in numbers of workers involved and is considered by many to be the most important and far-reaching of all occupations, contemporary dual role practitioners must have management expertise in combining another job with the occupation of homemaking.

These individuals must function in two major roles which have the unusual distinction of being reciprocal—what is done in one job may be applied directly to the other.

The present need to improve the quality of family life is widely recognized. The infant's and young child's mental, emotional, physical and social development are all affected by the education of parents.

This education for young adults must continue to be one of the most essential responsibilities of the teacher of the dual role consumer and homemaking curriculum. The vocational home economics curriculum encompasses the following content areas:

- Consumer education and management
- Personal, family and community relations
- Child development
- Foods and nutrition
- Clothing, textiles and related arts
- Housing, home furnishings and equipment

A two-year sequential program forms the basis for the dual role consumer and homemaking program. These levels are suggested for the ninth and tenth grades with both levels including units of study in each of the six curriculum areas.

Increased depth in the units is provided in the second level and succeeding program offerings. For optimum attainment of the goals of preparing for the occupation of homemaking and improvement of family living, students participate in two years of the instructional activities of the dual role consumer and homemaking program.

B. Vocational instruction, in addition to individualized and group experiences utilizing laboratory and related classroom activities, shall include:

1. Individualized Extended Experiences (I.E.E.). These provide students an opportunity to reach competencies or to continue development of skills in the home and community to a greater degree than class time affords. See I.E.E. booklet.

2. Individual and group conferences for students. See Home Visitation, Extended Service and Teacher Responsibilities booklet and pages 21-22 of this manual.

3. Home visitations. These promote cooperation and provide communication with parents and others involved in helping students develop dual role competencies. See above booklet and page 22 of this manual.

C. Required class time depends upon program type and level. See pages 19-20. In a vocationally reimbursed class, each enrolled student must meet the minimum required time as designated in the criteria.

D. Student enrollment per class shall be 12-30 for regular students. See page 21 for exceptions.

E. Vocationally certificated teacher shall meet qualifications as identified in certification requirements. See pages 8, 9, 11, 12.

F. Extended service time shall be provided beyond the school year for the instructor to work with students, to keep records and attend state-approved inservice education meetings. See pages 22-23.

G. Classroom facilities shall be designed to implement the instructional program safely and include student stations sufficient to accommodate the enrollment in the classroom as stated in Minimum Standards for Ohio High Schools. For additional recommendations see Space and Equipment Planning Guide for Dual Role Consumer and Homemaking Education.

H. Operational budget shall be provided for needed educational materials and equipment to operate and maintain classes as stated in Minimum Standards for Ohio High Schools.

I. Evaluation and follow-up of the total dual role consumer and homemaking program shall be carried out by the local school system in cooperation with the Division of Vocational Education through the Program Review for Improvement, Development and Expansion (PRIDE). See page 26.

J. Additional provisions of the program:

1. Consumer and Homemaking—Future Homemakers of America (FHA) provides opportunities for students to develop leadership qualities through integrated classroom, home and community activities. See pages 6-7.

2. Curriculum provides depth experiences by means of Quest activities. (See Dual Role Curriculum Guide.)

3. Inservice education is provided by the state supervisory staff. Teachers are expected to attend the annual teachers' conference regional meetings and workshops.

4. Advisory committees are to be an integral part of all vocationally approved programs to plan, promote and evaluate the program.

II. State Required Forms

A. Division of Vocational Education — Due

1. VE-21 - Opening . . . . . approximately October 15
2. VE-22 - Closing . . . . . approximately June 15
3. VE-26 - Unit Request. . . . . approximately May 1
   (new, expanded or discontinued)

NOTE: The above reports require the signature of an administrator.

B. Home Economics Section

1. HE (C and H) Form 1 - Program of Work . . . . . October 1

   This report, prepared by each instructor, contains plans for conducting the program for the year.

2. HE (C and H) Form 2 - Annual Report . . . . . June 30

   This report, prepared by each instructor, contains a descriptive and statistical evaluation of the program for the fiscal year.

3. HE Form G-3 - Teacher's schedule. . . . . October 1

4. HE Form G-2 - Teacher's file card . . . . . In August

5. Time-travel reports

   Due each month to the administrators, and ultimately to the local clerk of the board of education, these reports provide an account of each day's time and travel activities. The teacher shall keep a duplicate copy to use in compiling the annual statistical report and to provide a record of use of extended service.

6. Program evaluation

   Program Review for Improvement, Development and Expansion (PRIDE) is a five-year self-review program with annual follow-up that must be completed and kept on file.

C. Local Department Records

1. Cumulative records of individual's IEE's
2. Conferences with students
3. Home visitation records
4. Extended service schedules
5. Duplicate time-travel reports
6. PRIDE (initial and follow-up reports)

III. Program Descriptions

A. Levels I and II Comprehensive Dual Role Consumer and Homemaking (Basic Two-Year Program) 09.0101

The basic two-year program must be offered to qualify a school for dual role consumer and homemaking education. These levels are suggested for the ninth and tenth grades. Both levels must include units of study in each of the six curriculum areas with increased depth in Level II. The Scope and Sequence Chart in the Curriculum Guide recommends specific units of study.

NOTE: Individualized Extended Experiences (IEE's) must be an integral part of all vocational dual role consumer and homemaking classes. It is recommended that FHA and Quests (additional depth experiences) be integral parts of the program.

B. Levels III and IV dual role consumer and homemaking specialized semester classes developed for juniors and seniors. Each class is 18 weeks in length.

These classes may be added to the basic two-year program only in the eleventh and twelfth grades. Students must select two or more 18-week classes in these two years.

Semester courses must be blocked to permit students to enroll for an entire year. A teacher's second semester must show the same number of classes as the first semester with a minimum of 12 students in each class.

Classes may include the following content areas:

Child Development - 09.0102: The study of infants and children, their physical, mental, emotional and social growth and development and their care and guidance. Subject matter content draws on aspects of social and biological sciences.

Clothing and Textiles - 09.0103: The study of clothing and textiles, including the significance of these to the individual and family, and the nature, acquisition and uses of textiles and clothing products. The course content usually provides for planned experiences in the selection, construction, maintenance and alteration of clothing and other textile products.

Consumer Education - 09.0104: Emphasis in home economics will be on consumer education as it relates to management of a home and to the welfare of family members.

Family Health - 09.0105: The study of health in relation to family living with special emphasis on nutrition, creative homemaking and emotional health; the relationship of the health of an individual to the well-being of the family; the prevention of illness; and the management involved in caring for ill and convalescent persons in the home.

Family Relations - 09.0106: The study of the nature, functions and significance of human relationships in the family. The subject matter includes concepts and principles related to varied family living conditions, the establishment and maintenance of relationships and the preparation for marriage and family life. These designated aspects of family relationships emphasize the universality of families, the uniqueness of individuals and families, the development and socialization of the individual in the context of needs and interests of family members.

Foods and Nutrition - 09.0107: The study of food and its role in personal and family living, including the basic principles of health, food management and economics. In practice, emphasis is frequently placed on meal management as a means to understanding the significance of food, the nature of food and its preparation for individuals and families.

Home Management - 09.0108: The study of the complexities and processes involved in formulating goals, making decisions and effectively using and controlling human and other resources for establishing and maintaining a home and family. The subject matter includes a variety of home management considerations, such as the societal and economical influences on individual and family management, values, goals and standards, family economics and the organization of activities in the home.

Housing and Home Furnishings - 09.0109: This study is designed to develop the judgment needed for creating a favorable environment for family living. Attention is given to housing and home furnishing factors including influence of housing on people; types and costs of housing, furnishings and equipment; interior design; the care, maintenance and improvement of homes, furnishings and equipment; and the relation of resources to family needs.

Male Role - 09.0101: This instruction was originally designed especially to orient young men to the home economics curriculum but is open to all eleventh and twelfth grade students. The course content is derived from a combination of the various areas of homemaking and emphasizes basic principles and interrelationships among these areas.

C. Nonsequential Comprehensive Dual Role Consumer and Homemaking Class - One-Year Course - 09.0101

This class may be offered to junior and senior students who have not had previous dual role consumer and homemaking classes and who wish to include all six areas of curriculum content in their training for the vocational occupation of homemaker. It must meet all vocational criteria.

D. Personal, Family and Community Relations - One-Year Course - 09.0106

This course includes a year of instruction related directly to the family. It is an option for all students at the eleventh or twelfth grade and must meet all vocational criteria.

E. Male Role - One-Year Course - 09.0101

This course is an option especially designed for young men and is open to all students at the eleventh and twelfth grades. The curriculum covers all six content areas in greater detail than the semester class and must meet all vocational criteria.

IV. Program Requirements

A. Class Time

1. Yearly requirements

a. Levels I and II Comprehensive Dual Role Consumer and Homemaking basic program

Each level must be offered for a full year (180 days). Schools operating on quarters, trimesters or pentamesters must meet the designated time and curriculum requirements. A plan must be submitted for approval to the Vocational Home Economics Section of the State Department of Education when these deviations from the traditional school are being developed. In a vocationally reimbursed class, each student must meet the minimum required time as designated in criteria.

b. Levels III and IV Dual Role Consumer and Homemaking specialized semester classes for juniors and seniors only.

Local schools may offer semester classes (90 days for each) in addition to the basic program.

Semester classes must be blocked to permit students to enroll for an entire year.

A teacher's second semester must show the same number of classes as the first semester with a minimum of 12 regular* students enrolled in each class.

*See Criteria for exceptions - page 27.

c. Full-year classes for juniors and seniors -

- Nonsequential Comprehensive Homemaking
- Family Living
- Male Role

These classes may be offered in addition to the Levels I and II basic program and must be a full year in length (180 days). They may be offered in conjunction with or in place of Levels III and IV semester classes.

2. Weekly requirements

a. Levels I and II Comprehensive Dual Role Consumer and Homemaking

Program types 09, 19, 1K must meet for five clock hours a week. Each class qualifies for 0.25 of a vocational unit for the year.

Program types 08, 18, 1J must meet for 7.5 clock hours a week. Each class qualifies for 0.33 of a vocational unit for the year.

b. Levels III and IV Dual Role Consumer and Homemaking specialized semester classes for juniors and seniors.

Classes initiated at the beginning of the school year must be followed with second semester offerings although they may be in different content areas. These classes must meet criteria.

Program types 09, 19, 1K must meet for five clock hours a week if laboratory experiences are a part of the curriculum. Classes such as family living, with little or no laboratory experiences involved, may meet 3.75 clock hours a week.

Each class with those program types initiated at the beginning of the school year and followed by a second semester offering qualifies for 0.25 of a vocational unit for the year.

Program types 08, 18, 1J must meet 7.5 clock hours a week. Each class with these program types, initiated at the beginning of the school year and followed by a second semester offering, qualifies for 0.33 of a vocational unit for that year.

c. Full-year classes for juniors and seniors -

- Nonsequential Comprehensive Homemaking
- Family Living
- Male Role

Program types 09, 19, 1K must meet for five clock hours a week if laboratory experiences are a part of the curriculum. Classes with major emphasis on management, consumer education and interpersonal and family relationships meet a minimum of 3.75 clock hours a week. Each class with these program types qualifies for 0.25 of a vocational unit for the year.

Program types 08, 18, 1J must meet 7.5 clock hours a week. Each class qualifies for 0.33 of a vocational unit for the year.

NOTE: One teacher may receive no more than one vocational unit of reimbursement. Conference and planning time must be provided. See pages 22-23.

B. Enrollment

1. Required sizes of classes

		Program types
a. Regular students	12-30	Program types 08 or 09
b. Disadvantaged students	8-15	Program types 18 or 19
c. Handicapped students	10-15	Program types 1J or 1K

See definitions on page 2 for disadvantaged and handicapped.

2. Prerequisites

a. Level I Comprehensive Dual Role Consumer and Homemaking must be the prerequisite of Level II.

b. Levels III and IV Dual Role Consumer and Homemaking may be open to students who have been enrolled in Levels I and II (basic program) or who have had junior high school home economics. Students may, with teacher approval, enter these classes without these prerequisites. Students enrolling in advanced clothing and textiles or advanced foods and nutrition should previously have had one year of homemaking or its equivalent or be able to demonstrate basic skills and knowledge.

c. Full-year classes for juniors and seniors -

- Nonsequential Comprehensive Homemaking
- Family Living
- Male Role

No prerequisites are required.

C. Credit

1. Full-year classes

It is recommended that 1 1/4 credit be granted for successful completion of each year's work including Individualized Extended Experiences (IEE's) (an essential part of the program). This applies to the following:

a. Levels I and II Comprehensive Dual Role Consumer and Homemaking basic program.

b. Full-year classes for juniors and seniors -

- Nonsequential Comprehensive Homemaking
- Family Living
- Male Role

2. Semester classes

It is recommended that students be granted 1/2 or 5/8 credit per class which meets 18 weeks. Upon successful completion of two 18-week classes, 1 1/4 credit is recommended for the following:

Levels III and IV Dual Role Consumer and Homemaking specialized semester classes.

NOTE: Individualized Extended Experiences (IEE's) must be completed before any credit may be given for any vocational dual role consumer and homemaking class.

D. Teacher Planning and Conference Time

All dual role consumer and homemaking programs qualifying for a unit or any fraction of a unit must include a conference/home visitation period in addition to the required planning period for a teacher; a conference period must be a minimum of 45 minutes. Fractions of a unit may be prorated as follows:

Unit	Weekly Conference Periods
091 - 100	5 x 45 = 225 minutes
075 - 083	4 x 45 = 180 minutes
050 - 067	3 x 45 = 135 minutes
025 - 033	2 x 45 = 90 minutes

The vocational teacher must keep in mind the purpose of this released time. The conference period should be used mainly to work directly with students and their families, not for classroom care or preparation which all teachers must accomplish. This time can and should be devoted to home visitations and working with individual students to help them extend their learning beyond the classroom. The teacher is accountable to the administrator for the use of this conference time.

E. Home Visits

Visiting homes in order to become acquainted with family members and for consultation and guidance is an essential part of the home economics program. It is desirable that the home economics teacher visit in the home of each of the pupils in her classes. It is important that the teacher visit in as many of the homes as possible before the opening of school. New teachers, because of limited time, may find it possible to visit only representative homes in the community before school opens; however, these visits can serve as a basis for making plans for the year. It is essential that all teachers set up a consistent plan for visiting in the homes and working with the family members during the school year. The teacher should use the vocational conference time when possible.

Additional information is available in the booklet Home Visitations, Extended Service, Teacher Responsibilities.

F. Extended Service

1. Purpose

The vocational dual role consumer and homemaking program renders services to students beyond the regular classroom experiences. During the extended employment period, the teacher shall devote:

- approximately 60-75 percent of the time for home visitations, conferences and working closely with students, parents, guardians and others in the community who contribute to the student's growth. The percent of time may vary for the teacher who is an advisor of a state FHA officer or who is assigned to a special state committee, providing this meets with local administration approval. If a teacher receives pay for being faculty advisor for FHA, the teacher may not include FHA activities in extended employment time.

- approximately 10 percent spent in the department keeping necessary records, preparing reports, and identifying a tentative program of work for the school year.

- approximately 15-30 percent (minimum of 18 hours) attending inservice training meetings, such as conferences, regional meetings, curriculum workshops, and any other meetings sponsored by the State Department of Education.

Extended service refers to time the dual role vocational consumer and homemaking teacher works beyond the regular school year to carry out the purposes of the program. This time does not refer to hours beyond the school day.

A teacher shall plan carefully for the extended program with students, school administrators, and advisory committee members. A weekly or monthly schedule for the extended work is to be submitted to the administrator for approval. The teacher works from the school during the extended time, notifying the administrator of any change in the day's schedule.

A work day during extended employment shall be as long as the work day during the school term.

Working on Saturdays as a part of extended service was reviewed by the state auditor in June, 1974. The quote from his finding is, "The Bureau must take a position that whether an employee, as a part of his extended service requirement, works on Saturday, is a determination to be made by the local board of education in its contractual relationship with the employee, and whether such working requirement falls within and meets those set forth in the guidelines provided by the State Department of Education relating to the matter."

"In the Bureau, we will review during the course of the audit, whether the working arrangements are in accordance to the guidelines of the State Department of Education and the contractual agreements with the local board of education."

See Home Visitation, Extended Service and Teacher Responsibilities booklet for further explanation.

2. Length of extended service

The number of days of extended service that must be worked by a teacher depends upon the unit approval for that teacher.

Unit	Extended Service
075 - 1.00	20 days
less than 075	10 days

V. Procedures for Establishing Programs

A. New Programs

1. Contact the Assistant Director of Vocational Education, Home Economics Section, and indicate interest in initiating a program. The address is State Office Building, 65 South Front Street, Room 912, Columbus, Ohio 43215.

2. The assistant director will send a state supervisor to the school to discuss program development, make recommendations in regard to facilities and equipment, review certification requirements and answer questions regarding the program.

3. Formal application must be submitted on VE-26 forms. This form must include the signatures of the VEPD superintendent as well as the local superintendent.

4. Preliminary approval will be given when available units can be determined. Final approval will be determined by available vocational funds.

B. Expanding Programs

Request additional units or fractions of units on VE-26 forms.

Need for additional units should be based upon:

1. Anticipated increased enrollment

2. Expanded dual role consumer and homemaking education course offerings.

3. Employing an additional qualified teacher because of heavy load on present teacher(s).

C. Discontinuing Programs

Notification of discontinued classes must be given on VE-26 forms the spring prior to dropping the class(es).

D. Reinstating Discontinued Units or Fractions of Units

To regain a unit or a fraction of a unit lost in a previous year (perhaps due to low enrollment), it is necessary to reapply for that unit, or fraction of a unit, on a VE-26 form, since it will not automatically be reinstated simply by indicating the increase on the VE-21 form.

VI. Operation of Programs

A. Department budget

Monies must be budgeted by local schools for:

1. Travel expenses not covered by state reimbursement.

2. Extended service not covered by state reimbursement.

3. Home economics inservice meetings not covered by state reimbursement.

4. Consumable supplies.

5. Resource materials.

6. Replacement of large and small equipment.

7. Redecorating and remodeling and department expansion when needed.

B. Travel Funds

Travel expenses are to be provided for making home visits and attending state-approved inservice meetings. A proposed budget must be submitted on the VE-21 form. Reimbursement of 75 percent, subject to availability of funds, will be paid to the local board up to a maximum of $300, unless an additional amount is justified and approved by the state office.

A teacher is required to submit 12 time-travel reports, one for each month of the year. When the teacher is not employed, or on summer vacation, this is indicated on the report. These reports are evaluated by the local administrator and filed with the local clerk for that person's use in requesting reimbursement for travel from the State Department of Education at the end of the fiscal year.

See appendix for "Use of Travel Funds for Vocational Education."

C. Course Outline, Course of Study, Program of Work

The administration is responsible for developing a course outline for the type of program suitable for the local school. This must be based on the program description identified in this manual.

A course of study outlining the scope of instruction and the sequence and manner in which it is to be offered is to be developed by the instructor using guidelines established in the Dual Role Consumer and Homemaking Curriculum Guide.

A Program of Work must be developed by each instructor and a copy sent to the Vocational Education Division, Home Economics Section, by October 1.

D. Program Evaluation

Continuous evaluation of the total home economics program shall be carried out by the local school system with the Division of Vocational Education. Every vocational planning district shall participate in the self-review and follow-up of PRIDE (Program Review for Improvement, Development and Expansion) of Vocational Education and Guidance and Testing.

E. Department Requirements

Adequate space, equipment, library, supplies, storage and maintenance must be provided by the local board of education to carry out all phases of the program.

The teacher(s) and students are responsible for maintaining the department in such a manner as to reflect exemplary management concepts as well as aesthetic qualities. The teacher(s) should enlist the cooperation of the students in developing this atmosphere.

The state supervisory staff in vocational home economics offers services to local administrators in planning dual role consumer and homemaking education departments. See Space and Equipment Planning Guide for Dual Role Consumer and Homemaking Education for further information.

Also refer to 1C-5 Code, Section 1C-5.03.09, page 23, from the Industrial Commission of Ohio in regard to guarding of electrically powered equipment.

CRITERIA FOR UNIT APPROVAL FOR

VOCATIONAL DUAL ROLE CONSUMER AND HOMEMAKING PROGRAMS

PROGRAM TYPE	VOCATIONAL UNIT	PROGRAM CLASSIFICATION, TITLE OR NAME	GRADE LEVEL	STUDENTS PER CLASS	CLOCK HOURS (STUDENTS) PER WEEK
PREPARATORY SECONDARY IN-SCHOOL REGULAR					
08	0.33	Dual Role Home Economics (Each Class)	9 - 12	12 - 30	7.50
09	0.25	Dual Role Home Economics (Each Class)	9 - 12	12 - 30	5
PREPARATORY SECONDARY IN-SCHOOL DISADVANTAGED					
18	0.33	Dual Role Home Economics (Each Class)	9 - 12	8 - 15	7.50
19	0.25	Dual Role Home Economics (Each Class)	9 - 12	8 - 15	5
PREPARATORY SECONDARY IN-SCHOOL HANDICAPPED					
1J	0.33	Dual Role Home Economics (Each Class)	9 - 12	10 - 15	7.50
1K	0.25	Dual Role Home Economics (Each Class)	9 - 12	10 - 15	5

JOB TRAINING

Vocational home economics job training is an educational program designed to prepare students 16 years of age or above for home economics-related occupations. The program includes orientation to the world of work, related instruction to expand knowledge in an occupation; laboratory and work experience to develop skills. Curriculum is based on an analysis of jobs within occupational areas which require home economics knowledge and skills. Home economics job training programs may be offered for regular, disadvantaged, and handicapped students.

I. Definition of Terms

A. In-school Program - provides classroom instruction and laboratory experience in school facilities under the direct supervision of the job training instructor.

B. In-school Training Instructor - certificated teacher who plans, supervises, and correlates laboratory experiences and classroom instruction.

C. Field Experience - supervised, unpaid experience with a cooperating business in which students observe and participate to obtain an understanding of the occupation.

Students in other than cooperative programs will be allowed to observe up to three weeks in any one department, not to exceed a total of nine weeks in any one institution, without being interpreted as establishing an employer-employee relationship.

D. Early Placement - the advanced placement of in-school senior students in paid jobs for the purpose of gaining experience on specialized equipment and in areas not provided by the school program.

E. Cooperative Program - provides classroom instruction in school with a qualified teacher-coordinator and 15 hours per week of paid on-the-job learning experiences in the community or school system under the direct supervision of the employer or designated representative and the general supervision of the teacher-coordinator through visits to the students on the job.

F. Teacher Coordinator - plans, supervises, and correlates classroom instruction with on-the-job work experiences.

G. Coordination Time - uninterrupted three-hour block in which the coordinator of a cooperative program plans, promotes, supervises, and evaluates student work experiences, makes home contacts, and establishes and maintains records.

H. Occupational (Job) Analysis - process for examining an occupation to identify the performance skills and accompanying knowledge.

I. Course Outline - outline of the major instructional blocks comprising a program with blocks:

assigned to junior and/or senior programs
sequenced by order of instruction and detailed
assigned days/weeks/months of instruction

J. Course of Study - blueprint of instruction that details:

nature of the course
grade levels and duration of course
statements of school and course philosophy
course outline
course objectives
plan of instruction—from yearly plan to daily lesson
classroom management
classroom instructional strategies

K. Related Instruction - information students should know in order to perform the manipulative work, make decisions and analyze processes. In the context of this manual, related instruction is taught separately in the classroom and consists of two types of information:

1. Technical content - deals with properties and specifications of materials, procedures, tools and equipment directly related to mathematic and scientific principles which enable students to form correct judgments and make proper decisions in performing jobs or operations.

2. Common knowledge - social and economic background and indirect mathematic and scientific information which develop knowledge of influences and trends and vocational guidance which helps students choose, prepare, secure, hold and make progress in an occupational field.

II. State Required Forms

A. Division of Vocational Education	Approximate Due Dates
1. VE-21 Opening Report	October 15
2. VE-22 Closing Report	June 15
3. VE-23 Follow-up Report	October 30
4. VE-26 Application for Unit Reimbursement	May 1
5. OVEP-3 Supplemental Equipment Form.	Determined Annually

B. Home Economics Section	Approximate Due Dates
1. JT-1 Student Enrollment Roster	November 1
2. JT-4892 Job Training Program of Work.	November 1
3. JT-4628 Job Training Multi-Area Program of Work	November 1
4. JT-2 Teacher Schedule.	November 1
5. JT-3 Annual Statistical Report	June 30
6. HE Form G-2 - Teacher's File Card	In August

III. Criteria for Unit Approval

A. Time

1. One unit of approval will be granted when 22.5 class hours per student per week are devoted to the training program.

   a. 15 hours per week must be in-school laboratory experience or cooperative work experience

   b. 7.5 hours per week related class instruction

   Special Condition: Job training teachers receiving one unit of approval may not be assigned to teach other classes.

2. 0.83 unit will be granted when 18.75 class hours per student per week are devoted to the training program.

   a. 15 hours per week must be in-school laboratory experience or cooperative work experience

   b. 3.75 hours per week related class instruction

3. 0.67 unit will be granted when 15 class hours per student per week are devoted to an in-school training program.

   a. 11.25 hours per week must be in-school laboratory experience or cooperative work experience

   b. 3.75 hours per week related class instruction

B. Enrollment

1. Regular students . . . . . 15-30 per class
2. Disadvantaged students . . . . . 12-25 per class
3. Handicapped students . . . . . 12-15 per class

C. Teacher Certification - see pages 8-12 for professional certification requirements.

D. Space and Equipment

1. Supplemental Equipment Funds - a limited amount of money may be available for upgrading equipment in existing programs. The amount and due date are determined annually. Forms for requesting these funds (Form OVEP-3) may be secured from the office of the Director of Vocational Education, 65 South Front Street, Ohio Departments Building, Columbus, Ohio 43215.

2. Suggested space requirements:

Taxonomy	Program	Suggested Square Feet
09.0200	Multi-Area Cooperative	900 + related room
09.0201	Child Care-inside area	3,500 + related room
	-outside area	2,400 + related room

09.0202	Fabric Service[1]	3,500 + related room
09.0203	Food Service[2] (Cafeteria and senior kitchen) -Kitchen (major equipment) -Loose equipment (cafeteria and senior kitchen) -Dining room furnishings -Cafeteria furnishings Restaurant and student kitchen laboratory (independent of cafeteria)	4,250 + related room
09.0204	Upholsterer	4,800 + related room
09.0205	Community and Home Service[3]	3,000 + related room
09.0213	Caterer[4]	1,500 + related room
09.0223	Baker	4,800 + related room

IV. Administrative Procedures for Establishing Local Programs

A. Consult with vocational education planning district superintendent for local district plan.

B. Survey the occupational need.

1. Consult employment projections to determine the availability of jobs in the community requiring knowledge and skills in home economics job training taxonomies.

2. Determine the number of potential students in taxonomies indicated by employment demand.

C. Establish a local advisory committee.

Advisory committees shall be selected from employer(s) in the fields for which employees will be trained, representatives of community agencies or groups from related fields, local school administration, board member, vocational director, vocational supervisor, guidance counselors and teachers who will instruct the job training program.

The advisory committee shall assist with planning, promoting and evaluating the program and may assist with identifying work stations and placing graduates.

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[1]Depends upon the curriculum: alterations; drapery, slipcovers; dry cleaning; laundry; and tailoring.

[2]Depends upon the scope of the curriculum.

[3]Depends upon the curriculum: fast foods; industrial serving; personal services; institutional housekeeping.

[4]Supplements an existing institutional kitchen.

D. Select program, identify program type and grade level. See Program Descriptions, pp. 35-37, Criteria, p. 38.

E. Consult with the Division of Vocational Education and the Home Economics Section to develop a facility plan using state guidelines.

F. Unit reimbursement is made through the Assistant Director of Vocational Education, Home Economics Section, State Department of Education. Unit request form, VE-26, is required to apply for new and expanding units and is available from the Director of Vocational Education, State Department of Education.

G. Develop the course outline for approved taxonomies.

V. Operation of Programs

A. Teacher Responsibility

1. In-school job training teacher will

a. develop a course of study.

b. develop a program of work (Form JT-4892) based on an analysis of jobs for which training is offered; a copy is to be filed with the Vocational Home Economics Section by November 1.

c. assist with and provide program information to the guidance department in selection of enrollees.

d. promote and sponsor HERO-FHA activities as an integral part of the curriculum.

e. plan, supervise, and evaluate student-related instruction and laboratory experience. As a laboratory field experience, students may observe up to three weeks in any one department, not to exceed a total of nine weeks in any one institution, without being interpreted as entering into an employer/employee relationship.

f. maintain accurate records of student progress.

g. maintain local and state follow-up records of graduates.

h. arrange for and supervise advanced placement of senior students.

i. attend state-approved inservice meetings.

j. submit the completed annual report (Form JT-3) by June 30 to the Vocational Home Economics Section.

2. Teacher-coordinator will

a. assist with and provide program information to the guidance department in the selection of enrollees.

b. identify and promote work stations in the community.

c. establish school-employee-employer training agreements and plans.

d. develop a course of study.

e. develop a program of work (Forms JT-4628 or JT-4892) based on an analysis of jobs for which training is offered. A copy is to be filed with the Vocational Home Economics Section by November 1.

f. provide in-school related instruction.

g. promote and sponsor HERO-FHA activities as an integral part of the curriculum.

h. plan, supervise and evaluate student work experience with the cooperating employer. It is recommended that the teacher-coordinator visit work stations a minimum of once every two weeks.

i. maintain current information on federal and state regulations.

j. maintain accurate record of student employment including learning permits, wages, hours, and progress.

k. maintain local and state follow-up records of graduates.

l. assist in job placement of graduates.

m. attend state-approved inservice meetings.

n. submit the completed annual report (Form JT-3) by June 30 to the Vocational Home Economics Section.

B. Early Placement of In-school Senior Students

The following information is to be used in the early placement of students during their senior year.

1. Objectives of Advance Placement

a. to provide experience on specialized equipment not available in school in the student's field of study.

b. to provide the student with experience for adjustment to business and industrial practices.

2. Time Allowance

Students may be placed in early placement assignments only during the last semester of their senior year.

3. Plan for Early Placement Experience

a. Plan for early placement experience should include an incentive selective system.

b. Plan must provide for coordination and supervision of work experience and related instruction by qualified vocational personnel.

c. Placement of students must conform to labor rules and regulations, cooperative agreements, training plans, working permits, and other regulations.

d. Related classroom instruction must be provided in accordance with program approval granted at the beginning of the school year.

C. Extended Service

1. The only in-school job training teachers receiving state reimbursed extended service are non-degree instructors on a one-year certificate. Extended service may be approved beyond the regular school year up to a maximum of four weeks and shall be used only for (a) curriculum development and (b) development of professional competence.

2. Teacher-coordinators of cooperative programs shall have four weeks of extended service for

a. identifying possible job stations for student work experiences.

b. supervising students on the job.

c. following-up graduates.

d. attending state-approved conferences and meetings.

D. Travel Funds

Travel funds are made available to cooperative teachers and those supervising early placement and may be used for

1. selecting work stations in the community or school system

2. supervising students on the job.

3. making home visits.

4. attending state-approved conferences and meetings.

5. attending and participating in HERO-FHA activities.

6. supervising students in early placement.

E. Student Schedules

The daily schedule must include

1. academic subjects required for graduation.

2. required block of time for the job training program (see Criteria, p. 38).

F. Course Credit

Secondary school standards and local school policy determine the number of credits to be given at completion of a job training course; the state standard for a laboratory course is 160 hours per credit.

G. HERO-FHA student organization (see Future Homemakers of America, pp. 6-7).

H. Program Evaluation

Continuous evaluation of the total home economics job training program shall be carried out by the local school system in cooperation with the Division of Vocational Education. Every vocational planning district shall participate, on a rotation basis, in the self-review and follow-up of Program Review for Improvement, Development and Expansion (PRIDE).

VI. Program Descriptions

The job training taxonomies may be organized as:

<u>One-year programs</u>

Supervised cooperative work experience and related instruction with one teacher for one year.

<u>or</u>

In-school laboratory and related instruction with one teacher for one year.

<u>Two-year programs</u>

First year of sequence: supervised in-school laboratory experience and related instruction with one teacher.

Second year of sequence: supervised in-school laboratory experience and related instruction with one teacher; early placement is strongly recommended.

<u>or</u>

supervised cooperative work experience and related instruction with one teacher.

1. Baker 09-0223

The curriculum includes specialized classroom instruction and production experiences which include skills in measuring and weighing, mixing, packaging and merchandising, oven work, bench work, and decorating breads, cakes, and pastry products. Important areas of knowledge are selection of equipment and layout design as they relate to the baking industry, use and care of commercial equipment, safety and sanitation practices, the purchase, storage, and record keeping of supplies. Incorporated into the curriculum are principles of mathematics and science. The student organization provides leadership experience.

2. Caterer 09.0213

Curriculum includes classroom and laboratory experiences to develop the skills and knowledge needed to operate a catering service or to work as a caterer's helper. Instruction includes planning, managing, preparing, serving, and transporting food and equipment; modes of entertaining, food display; practices of safety and sanitation; and principles of science and mathematics. Leadership experiences are provided through participation in the student organization.

3. Child Care Service 09.0201

Curriculum includes laboratory and classroom instruction in child development and relationships; guidance of children in their learning experiences; routine care of infants and children; pregnancy and childbirth; human relationships; care of facilities; health and safety; personal development of the student; consumer and management skills; related business skills; employment and advancement possibilities. Principles of behavioral and physical science and mathematics are included throughout instruction. Leadership experiences are provided through the student organization.

4. Community and Home Service 09.0205

Instruction focuses on the skills and knowledge applicable to institutional and home care. Emphasis is placed on specific techniques for personal care of the patient; geriatric care; use and care of institution and home equipment; housekeeping procedures; laundry procedures; child care; product testing; food purchasing, preparation and service; safety and sanitation; consumer education; human relations, personal grooming, and preparation for the world of work. Principles of science and mathematics are emphasized throughout instruction. Participation in the student organization provides leadership experience.

5. Fabric Service 09.0202

Fabric service curriculum includes the development of skills and knowledge in the use of equipment, textiles, and methods of construction necessary for the production, maintenance and alteration of clothing and industrial and household goods. Safety is emphasized throughout the curriculum as well as basic principles of mathematics and science related to fabric service. Additional topics include guidance

instruction in employer-employee relationships and responsibilities, and the management of time, energy, and money. Leadership experiences are encouraged through participation in the student organization.

6. Food Service 09.0203

Instruction includes planning, preparing, and serving food on a quantity basis; use and care of commercial equipment; safety and sanitation practices; purchasing, storing, and recording of supplies; and principles of science and mathematics. Supervised laboratory or work experience provides skill development in the many aspects of food service. Advanced training includes additional experiences in the planning and serving of food, and in the managerial and supervisory aspects of the food service industry. The student organization is an integral part of the curriculum and provides opportunities for leadership experiences.

7. Upholstery Service 09.0204

Instruction combines classroom and production experiences in mass and custom upholstery, using appropriate tools and machinery. Skills include repairing, rebuilding, retying, stuffing, padding, measuring, cutting, installing, trimming and refinishing of surfaces. Participation in the student organization provides leadership experiences.

8. Multi-Area Service 09.0200

Multi-area programs are structured to include training in any of the existing job training taxonomies. Those chosen are determined by the interests and needs of the students and the availability of co-op work stations.

The multi-area program may be organized as a

One-year course with no prerequisites and supervised cooperative work experience and related instruction with one teacher; or a

One-year course following a junior year in-school skill development program. Students from two or more areas of 11th grade job training may comprise a multi-area program for cooperative work experience during the senior year.

Related instruction includes orientation to the job and to the world of work. Skill development is based on the occupational area in which students elect to train. Related instruction pertaining to specific jobs should be organized on an individual or small group basis. Participation in the student organization is encouraged to provide leadership experiences.

CRITERIA FOR UNIT APPROVAL FOR JOB TRAINING PROGRAMS

PROGRAM TYPE	VOCATIONAL UNIT	PROGRAM	GRADE LEVEL	STUDENTS PER CLASS	STUDENTSLAB HOURS PER WEEK	STUDENT LAB HOURS PER WEEK	RELATED CLASS HOURS PER WEEK	CO-OP TEACHER COORDINATION TIME	TEACHER EXTENDED SCHOOL YEAR TIME (in weeks)
		PREPARATORY SECONDARY IN-SCHOOL REGULAR							
00	*1.00	Job Training	11-12	15-30	15		7.50		
01	0.83	Job Training	11-12	15-30	15		3.75		
02	0.67	Job Training	11-12	15-30	15		**		
		PREPARATORY SECONDARY IN-SCHOOL DISADVANTAGED							
10	*1.00	Job Training	11-12	12-25	15		7.50		
11	0.83	Job Training	11-12	12-25	15		3.75		
12	0.67	Job Training	Ungrd	12-25	15		**		
		PREPARATORY SECONDARY IN-SCHOOL HANDICAPPED							
1A	*1.00	Job Training	11-12	12-15	15		7.50		
1B	0.83	Job Training	11-12	12-15	15		3.75		
1C	0.67	Job Training	Ungrd	12-15	15		**		
		PREPARATORY SECONDARY CO-OP REGULAR							
20	*1.00	Job Training	11-12	15-30		15	7.50	15	4
21	0.83	Job Training	11-12	15-30		15	3.75	15	4
		PREPARATORY SECONDARY CO-OP DISADVANTAGED							
30	*1.00	Job Training	Ungrd	12-25		15	7.50	15	4
31	0.83	Job Training	Ungrd	12-25		15	3.75	15	4
		PREPARATORY SECONDARY CO-OP HANDICAPPED							
3A	*1.00	Job Training	Ungrd	12-15		15	7.50	15	4
3B	0.83	Job Training	Ungrd	12-15		15	3.75	15	4

* Special Condition: A home economics teacher in job training receiving one unit of approval may not be assigned to teach other classes.

** 3.75 hours related instruction included in 15 hours laboratory requirement.

NOTE: A policy was made June 6, 1975, to raise the minimum enrollment from 10 to 12 in the handicapped programs to correspond to other service area enrollments.

SUGGESTIONS FOR GAINFUL EMPLOYMENT
IN HOME ECONOMICS-RELATED OCCUPATIONS

Child Care Service

1. Nursery school aide
2. Kindergarten aide
3. Primary teacher aide
4. Head Start aide
5. Child day care center worker
6. Assistant supervisor in a day care center
7. Child care attendant—children's home
8. Governess
9. Recreation and playground attendant
10. Playroom attendant

Fabric Service

1. Power machine operator
2. Alterationist
3. Dressmaker apprentice
4. Drapery or slipcover worker
5. Laundry attendant (coin-operated)
6. Dry cleaning attendant (coin-operated)
7. Dry cleaner helper
8. Tailor apprentice

Food Service

1. School cafeteria cook
2. Lunch counter supervisor
3. Salad maker
4. Sandwich maker
5. Short order cook
6. Dietary aide
7. Food and appliance demonstrator
8. Waiter/waitress
9. Waiter's assistant
10. Host/hostess
11. Dishroom worker

Community and Home Service

1. Hospital aide
2. Nursing home aide
3. Home health aide
4. Homemaker assistant
5. Program activity coordinator
6. Product or appliance demonstrator
7. Maintenance worker
8. Lodging quarters cleaner
9. Carpet cleaner

Upholsterer

1. Furniture upholsterer
2. Automobile upholsterer
3. Upholstery cleaner
4. Upholstery cutter
5. Upholstery repairman
6. Upholstery trimmer
7. Furniture maintenance person-theaters, hotels

Baker

1. All-round bakers
2. Baker's helper
3. Oven operator
4. Bench hands
5. Icers—hand and machine
6. Cake decorator
7. Bread baker
8. Dividerperson
9. Molding machine operator
10. Pizza baker
11. Pie/pastry baker
12. Doughnut maker

Caterer

1. Caterer
2. Caterer's helper
3. Party aides
4. Hostess and party planner

IMPACT HOME ECONOMICS

I. Overview

Impact home economics programs assist selected youth in grades seven through nine in economically depressed areas to improve self-images and develop basic managerial and consumer knowledge and skills with emphasis on orientation for the dual role of homemaking and wage earning. Parent involvement is an integral part of the program.

II. State Required Forms

A. Division of Vocational Education

		Approximate Due Dates
1. VE-21	Opening	October 15
2. VE-22	Closing	June 15
3. VE-26	Unit Request (new, expanded, or discontinued)	May 1

Note: The above reports require the signature of an administrator.

B. Home Economics Section

1.	HE (CH) 1	Program of Work	October 1
2.	HE G-3	Teacher Schedule.	October 1
3.	HE (CH) 2	Annual Report	June 30
4.	HE Impact 3	Teacher's Daily Log	End of each semester

These are due monthly to the administrators and ultimately to the local clerk of the board of education. The teacher shall keep a duplicate copy for use in compiling the annual statistical report.

C. Local Department Records

1. Cumulative records of students' IEE's
2. Duplicate copy of Impact teacher's daily logs
3. Duplicate copy of time-travel reports
4. PRIDE (initial and follow-up reports)
5. Student selection form (HE Impact 2)

III. Impact Program Descriptions

A. Taxonomy

The Impact home economics program taxonomy is 09.0195.

B. Time

1. Student - Each class shall meet five to 7.5 clock hours per week. Additional student time is to be assigned for conferences and individual extended experiences.

2. Teacher - One third of the school day is released for conferences, work with students, and home visitation.

C. Enrollment

1. One unit of approval . . . . . 40-60 students
2. 0.67 unit of approval. . . . . 20-39 students

Total enrollment of Impact students may be divided into more than one section with 12 to 30 students per section.

D. Certification

The Impact teacher is required to hold a vocational certificate validated for consumer and homemaking. See pp. 8, 9, 11, 12 for certification guidelines.

IV. Procedures for Establishing an Impact Home Economics Program

A. Determine the number of potential students, using the student selection guidelines on the next page. Impact home economics is designed for students who have special needs and who can be helped by the program. The Impact program is not intended for the student who is seriously emotionally disturbed, a special education student, or a chronically destructive student (see next page).

B. Contact the Assistant Director of Vocational Education, Home Economics Section, State Department of Education. Program approval is based upon establishment of need and on-site evaluation of department facilities.

C. File Unit Request VE-26, available from the Director of Vocational Education, State Department of Education. Final approval will be determined by availability of vocational funds.

STUDENT SELECTION GUIDELINES

Students may exhibit one or more of the following characteristics:

DEVELOPMENTAL AREAS	CHARACTERISTICS	IDENTIFICATION METHODS
Self-Concept	1. Lack of self-esteem, self-confidence, insecurity, self-doubt	Uninvolved in extra-curricular activities
	2. Poor adjustment to success and failure situations; gives up easily	Observations by previous teachers
	3. Low drive toward achievement	
	4. No self-awareness as group member; difficulty in functioning in school groups	
Communicative Skills	1. Slow at cognitive tasks; lacks academic knowhow	Declining achievement
	2. Limited verbal, reading and writing skills	Overage for grade level
	3. Often appears to be anti-intellectual	Vocabulary or other standardized tests
	4. Inflexible; not open to reason about many beliefs	Observed by previous teachers
Social Skills	1. Difficulty in relating to peers	Exhibits withdrawn or overbearing behavior
	2. Distrust of authority figures	Absenteeism
	3. Rebellious, apathetic; dislikes school, books, and teachers	Observations by previous teachers
	4. Socially immature	
	5. Have had narrow experiences and participated in very few activities outside the home	
	6. Not dependable; irresponsible	

V. Operation of the Impact Home Economics Program

A. Curriculum

The local program must reflect the course content in the Impact Home Economics Curriculum Guide.

B. Credit

One to 1-1/4 credit is recommended. Individualized Extended Experiences (IEE's) must be completed before student receives any credit.

C. Instructional Activities

1. Individualized Extended Experiences (IEE's) are required of all Impact students and provide opportunities for students to continue development of skills in the home and community to a greater degree than classtime affords.

2. Individual and group conferences for students must be provided to develop and evaluate IEE's, FHA, and other Impact curriculum goals. A record of conferences must be kept for the annual report.

3. Home visits provide communication and promote cooperation with parents and others involved in helping Impact students. Parent involvement through special programs at school and assistance of parents in the classroom are encouraged.

4. Future Homemakers of America, consumer and homemaking chapters, provide opportunities for students to develop leadership qualities through integrated classroom, home, and community activities. See pp. 6-7 for additional information.

D. Department Facilities

Adequate space, equipment, library, instructional supplies, storage and maintenance must be provided.

E. Operational Budget

An operational budget shall be provided for needed educational materials and equipment to operate and maintain classes as stated in Minimum Standards for Ohio High Schools.

F. Extended Service

Impact teachers must be employed for two weeks of extended service to work with students, visit students' homes, work with FHA, keep records and attend inservice education meetings. Refer to the Home Visitation, Extended Service and Teacher Responsibilities Booklet.

G. Inservice Education

Teachers are expected to attend state-planned Impact teachers' conferences, vocational home economics teachers' conferences, regional meetings and workshops.

H. Travel Funds

Travel expenses are to be provided for making home visits and attending state-approved inservice meetings. A proposed budget must be submitted on VE-21. Reimbursement of 75 percent will be paid to the local board, up to a maximum of $400, unless an additional amount is justified and approved by the state office.

I. Evaluation

Continuous evaluation of the Impact home economics program shall be carried out by the local school system in cooperation with the Division of Vocational Education, Home Economics Section.

Each vocational planning district shall participate in the self review and follow-up of Program Review for Improvement, Development and Expansion (PRIDE) on a rotation basis.

J. Advisory Committee

An advisory committee is an integral part of an Impact home economics program to plan, promote and evaluate the program.

CRITERIA FOR UNIT APPROVAL FOR
IMPACT HOME ECONOMICS PROGRAM

PROGRAM TYPE	VOCATIONAL UNIT	PROGRAM TITLE	GRADE LEVEL	STUDENTS PER CLASS	CLOCK HOURS (STUDENTS) PER WEEK
12	0.67	Consumer and Homemaking Impact	Ungraded 7-9	*20-30	**15

*Total enrollment of Impact students may be divided into more than one section with 12 to 30 students per section.

20 - 39 students - 0.67 unit
40 - 60 students - one unit

**Minimum teacher time per class

Scheduled student class time is five to 7.50 clock hours per week; however, additional time must be assigned for conferences and individualized extended experiences. One third of the school day shall be released for the teacher to make home visits, hold conferences and work with students.

ADULT PROGRAMS

HOMEMAKING AND JOB TRAINING

I. Vocational Home Economics Adult Programs Overview

Adult education is any organized program for out-of-school youth and adults which does not lead to a diploma or degree.

Technological and socio-economic changes necessitate continuous evaluation of adult education programs. Local course offerings must be geared to help families cope with problems in today's rapidly changing world.

The federally reimbursed vocational home economics education program for adults in Ohio offers three types of organization:

A. Adult Consumer and Homemaking Education
B. Adult Job Training
C. Family Life Education

In each of the types:

Consideration of needs and interests of the participants is basic to the planning of the curriculum.

Some provision should be made for orienting new personnel to their jobs as instructors of adults.

Assistance in program development is available to the local school district from the state supervisory staff.

II. Program Descriptions and Procedures

A. Adult Consumer and Homemaking Classes

1. Objectives

a. Providing organized instruction in upgrading competencies in any of the six areas of home economics (foods and nutrition; clothing and textiles; housing, home furnishings and equipment; home management and consumer education; child development; family relations).

Note: Avocational or craft classes are not reimbursable.

b. Teaching adults the systems approach to decision-making.

c. Providing classes in parent education.

2. Procedures for establishing an adult consumer and homemaking education class or program

a. Determine a local interest or need for a class or program. The local adult education director should contact the Assistant Director of Vocational Education, Home Economics Section.

b. Identify instructor (see Certification, p. 13).

c. Develop a course outline based on needs and interest. Evaluation must be an integral part.

d. Determine cost factors of the programs or class and the financial aid available for instructional purposes.

e. Complete and submit VE-21 form to the Vocational Home Economics Section within 10 days of the beginning of classes. Form VE-21 is also used to request reimbursement for promotion and supervision by the home economics teacher and must be completed prior to June 1.

f. Complete and return Vocational Education Form 22 (Affidavit for Reimbursement) to Research and Survey Section, Vocational Education Division, one week after the receipt of this form.

3. Enrollment and facilities

a. Enrollment per class must be a minimum of 12 students per class for reimbursement.

b. If home economics facilities are not available, other appropriate community facilities may be used for class.

4. Time schedule

a. Adult classes should be organized on a two- to three-hour basis per class and scheduled over a period from six to 12 weeks.

b. The class schedule should be planned in accordance with the participants' time in order to achieve and maintain enrollment.

c. Classes for adults may be scheduled at any time of the year convenient to the staff and class participants.

5. Rate of reimbursement

a. Reimbursement rates for instructors are based on the state listing of vocational education priorities and the education reimbursement schedule. (Request information from the Vocational Home Economics Section.)

b. The local school board has the right and the authority to determine the hourly wages paid for instruction at the adult level. A registration fee may be charged or local monies appropriated for classes.

c. If there is no vocational adult director, the high school home economics teacher may have the responsibility for seeing that adult home economics classes are organized even if he or she does not teach the class. Promotion and supervision of these classes may be reimbursed at the rate of one third of the amount reimbursed by the state.

d. Reimbursement is made from available vocational funds on the basis of the current reimbursement schedule and is granted only upon completion of all required reports as indicated in this manual of operation. Reimbursement is made to local boards of education three times yearly.

6. Evaluation

Program evaluation must be an integral part of the total program plan and should be made available to the State Department of Education upon request.

B. Adult Job Training Programs

1. Types of adult job training programs

a. Preparatory - for those persons who have completed or left high school and who are available for study in preparation for entering the labor market.

b. Supplementary - for those persons who have already entered the labor market and who need training or retraining to achieve job stability or advance in level of employment.

2. Factors to be considered

a. There must be evidence of employment needs and existence of occupational opportunities to justify the development of a given program.

b. An expressed willingness and interest on the part of the administrator, instructor(s), employee(s), dropout students or adults to participate in a gainful occupational program are essential.

c. If supervised work experience is a part of the training program, then opportunities must be available in the community or school.

d. Curriculum must be based on an analysis of jobs in the area of study. A course of study is to be developed locally for each program.

e. Opportunities must be available for job placement in the community.

f. Facilities must be available, including adequate space and equipment, for offering the proposed types of training. The local sponsoring agency shall provide textbooks, visual aids, and periodicals pertinent to the area of instruction.

g. A local advisory committee is necessary. The committee should be made up of such people as the local administrator, adult education director, guidance counselor, a school board member, teacher(s) involved, employer(s) in the field for which the workers are being trained, representatives of community agencies or groups allied with the field(s) in question, and other local people who can make special contributions.

3. Procedures for hourly reimbursed preparatory and supplementary programs

   a. See procedures for establishing an adult consumer and homemaking education class or program on pp. 46-47.

   b. Evaluation and follow-up

      (1) Local evaluation should be based on the objectives of the curriculum which have been established and followed throughout the program.

      (2) Vocational Education Form 23 (Follow-up of Graduates) is necessary for preparatory-type programs and must be submitted as a final report by October 30.

   c. Enrollment and facilities

      (1) A minimum of 12 persons is necessary for each course approved for reimbursement.

      (2) The number of students enrolled will be determined by the facilities and equipment available.

   d. Length of course

      Provision will be made for sufficient hours of organized instruction in the subject matter areas related to the job to allow participants to reach goals as outlined in the local course of study.

4. Procedures for full-time unit-based reimbursed preparatory and supplementary programs.

   a. Obtain special permission from the Vocational Home Economics Section office before any organizational plans are made. Preliminary approvals must be granted before May 1 if programs are to be initiated in the fall.

   b. See Procedures a through d to follow on pp. 47-48.

   c. Complete and submit to the Vocational Home Economics Section VE-21 form prior to December 1.

   d. Complete and return VE-22 form to Research and Survey Section, Division of Vocational Education, prior to June 20.

   e. Follow evaluation and follow-up instructions described above.

   f. Enrollment

      (1) A qualifying program shall have the following enrollment figures:

         Minimum initial enrollment of 12.
         Maximum initial enrollment of 25.

Minimum average daily attendance of 10, which shall be averaged over the 36- or 48-week term.

(2) If the enrollment falls below 20 trainees during the course of the year, provisions must be made to "slot-in" trainees based on the four-week (120 hour) or six-week (180 hour) module.

g. Length of course and time allotment

(1) A program shall be organized on a 36- or 48-week basis. The fiscal year is July 1 to June 30.

(2) A maximum lead-in time of two weeks for the instructor may be included as a part of the 48-week term.

(3) A program may be designed to provide for the "slotting-in" and "slotting-out" of trainees. Therefore, instructional units should be organized on a four- or six-week basis.

A qualifying program shall be organized on a three- to five-hour per day basis.

(4) For additional information, see Appendix F.

h. Rate of reimbursement

Vocational units are reimbursed at a rate based on the state listing of vocational education priorities and the current adult education reimbursement schedule. (Request information from the Vocational Home Economics Section.)

C. Policies for Supervision of Adult Programs

A certified full-time home economics supervisor of adult education programs may be reimbursed when there are a minimum of eight unit-based programs or 1080 clock hours a year of adult education classes in home economics.

When a full-time home economics supervisor for adult programs cannot be justified, consideration may be given to the employment of a home economics regional consultant for adult education classes. This person might hold a full or part-time position and in addition promote, on time beyond other reimbursed assignments, adult home economics classes. In this consultant role the consultant should spend a minimum of 10 hours a week or 40 hours per month. Positive evidence of program development must be shown. After programs are initiated, the role becomes a combination of promotion and supervision.

The adult home economics regional consultant must work in cooperation with all other adult education supervisors and administrators in the district.

FAMILY LIFE EDUCATION PROGRAMS

I. Overview

There are two types of family life education programs under the administration of the Vocational Home Economics Section—the regular program and the program for the disadvantaged.

II. State Required Forms

A. Division of Vocational Education	Due
1. VE-21 Opening Report	April 1
2. VE-22 Closing Report	July 15
3. VE-27 Affidavit.	July
4. VE-28 Agreement (for following year)	July

B. Home Economics Section

Annual Report Form (form provided).	July

III. Program Descriptions

A. The Regular Program

1. Program type 82 Taxonomy: adult————09.0197
   children————09.0196

2. Characteristics

   A variety of programs, each directed toward improving and strengthening families, make up the regular family life education program. Emphasis is given to parent education and child development.

3. Objectives

   a. To improve home environment and to promote wholesome family relationships.

   b. To promote the development of individual family members.

   c. To encourage amiable home-school-community relationships.

   d. To provide opportunities for the development of leadership and inservice training in family life education.

4. Approval of regular program

   Application for approval is required annually on VE-28. Proposals for approval of programs must accompany VE-28 and are to be submitted in July for funding during the current fiscal year. (Request Guidelines for Submitting a Proposal from the Assistant Director, Vocational Education, Home Economics Section.)

5. Funding for regular program

The reimbursement rate for salaries of approved personnel is two-thirds of the salary, up to a maximum of $10,000. Retirement and workmen's compensation will also be reimbursed two-thirds up to a maximum salary of $10,000.

B. Program for the Disadvantaged

1. Program type 82 Taxonomy: adult——————09.0199
children——————09.0198

2. Characteristics

These programs are intended for young adult homemakers of economically depressed areas. Major emphasis is given to the improvement of self-concept; the development of skills in the management of time, money, and resources; and the development of an understanding of child development and basic nutrition. An important facet of the program is the parent/child interaction component (infant stimulation).

Efforts should be made to offer a comprehensive homemaking program at each program site, geared to the special interests and needs of the people.

A preschool program for children of class participants should be conducted at each program site. (These programs are not a baby-sitting service. Parent participation in the family life education program is a prerequisite.)

Wherever possible, classes in adult basic education or preparation for the high school equivalency examination should be offered at or near the site of the family life education programs to provide these additional opportunities to program participants.

3. Location of programs

a. Depressed areas of Ohio's major cities

Many programs in urban areas are located in metropolitan housing centers where space and facilities are provided, rent free, by housing authorities. Meeting rooms of churches, classrooms of Title I schools and other available spaces also provide the setting for these classes.

b. Rural southeastern Appalachian counties of Ohio

4. In addition to the objectives identified for the regular family life education program, the following are specific aims of the program for the disadvantaged:

a. To improve the self-concept of disadvantaged homemakers by assisting them to develop pride in their personal appearance and competencies in consumer homemaking areas.

b. To assist the homemaker in ability to apply the basic elements of good nutrition to the purchase and preparation of food for the family.

c. To convey to the homemaker, via a specially planned parent-child interaction component, the importance of the parent's role in the physical, mental, emotional and social development of the child and to assist homemakers in developing in this role.

d. To motivate homemakers to want to improve their ability to manage their time and utilize their resources, and to assist them in these areas.

e. To provide care and a variety of stimulating learning experiences for the preschool children of program participants.

f. To acquaint homemakers with services provided by existing community agencies and to encourage and facilitate the utilization of these services, where needed.

5. Approval of program for the disadvantaged

A program proposal and completed VE-28 must be submitted in July for the next fiscal year. Application for approval is required annually. The amount of reimbursement is determined by this annual approval of the family life education contract.

6. Funding

Programs are reimbursed at a 90/10 rate (90 percent reimbursement of federal funds) through the Division of Vocational Education, Home Economics Section. Ten percent is furnished by the local board of education.

IV. Certification of Instructors and Directors

Information on the certification of family life program instructors and directors is found on p. 13.

V. Additional Information

Additional information concerning the family life education programs may be obtained from the Assistant Director, Vocational Education, Home Economics Section, 65 South Front Street, Columbus, Ohio 43215.

I. Program Description

Technical education is a level of education in keeping with the technological revolution and the changing needs of people, industries and businesses in the economy. This level of education is planned to prepare paraprofessional people in two-year, post-high school programs to support the professional people.

At present, technical education programs are offered in the areas of child development and food service. Additional programs may be initiated in the future.

II. Length of Course and Time Allotment

The courses of instruction shall be two years in length when conducted on a full-time basis. Such programs may be operated over a longer period when on a part-time basis. A minimum of 25 class and/or laboratory hours per week for a period of 36 weeks shall be considered an academic year.

III. Use of Instructional Time

A. The curriculum for each technology program is developed with the following minimums:

1. Fifty percent of the total instructional time must be devoted to specialized laboratory experiences and related technical subjects.

2. A minimum of 20 percent of the total instructional time must be allocated for the development of skills in oral expression, written forms of communication, graphic forms of expression, and other leadership development skills.

3. A minimum of 15 percent of the instructional time is for basic laboratory in manipulative experiences.

4. The remaining 15 percent of instructional time will be determined by local administration in the technical school. (Technical education reimbursement schedule is available upon request.)

IV. Minimum and Maximum Enrollment

Enrollment shall follow the standards established for reimbursement. (See technical education reimbursement schedule.)

V. Type of Programs

A. Child Development Technology

1. Students majoring in child development technology follow a sequence of class and laboratory experiences designed

to increase their understanding of the development of young children, their care and education. Emphasis is placed upon organization and instruction in a nursery school.

2. The curriculum is designed to provide the academic background and practical experience necessary to become a successful assistant to a nursery school teacher or day care director and to provide the foundation for further growth as a teacher of preschool children.

3. This training prepares for employment opportunities in private and community nursery schools, day care centers, neighborhood centers, as well as in children's homes and institutions for exceptional children. A pediatric ward offers opportunities for placement of students who are interested in hospital positions.

B. Food Service Technology

1. This program prepares students, both men and women, for supervisory and managerial positions in the several areas of food preparation, special diets, purchasing, cost analysis, and service. Practical work experience in hospitals and other institutions is provided in the two-year program.

2. Graduates are entitled to membership in the Hospital Institution and Educational Food Service Society, which is recognized by the American Dietetic Association. Employment opportunities are numerous in hospitals, restaurants, school lunch programs, civil service, and industry.

VI. For additional information write to:

Assistant Director of Vocational Education
Home Economics Section
65 South Front Street
Columbus, Ohio 43215

APPENDIX A

SAMPLE FORM VE-21

VE-21 VOCATIONAL EDUCATION OPENING REPORT - STATE OF OHIO July 1, 1975 - June 30, 1976

(2) APPLICATION

№ 49858

(1) School District _____ VEPD _____ (3) School District Address: No. & St. _____ City _____ Zip Code _____

(4) County _____ (5) Course Name _____ (6) Voc. Serv. _____ (7) Prog. Type _____

(8) School Code No. _____ (9) School Name _____ (10) No. Hrs. for Course _____

(11) School Address _____ City _____ Zip Code _____

(12) Reference Name & Area Code / Telephone _____

(13) Starting Date Mo. _____ Da. _____ Yr. _____ (14) Closing Date Mo. _____ Da. _____ Yr. _____

AG - HOME EC USE ONLY ☐ Multiple classes

ADULT NON-REIMBURSED PROGRAMS ☐

STATE USE ONLY Class _____ Unit / Hrs. _____ Priority Rank _____

(15) Inst. Code	(16) GRADE LEVEL	(17) M. MEMBERSHIP Total	(Han)	(Dis)	(18) F. MEMBERSHIP Total	(Han)	(Dis)
	K-6 or no Gr. Level						
	Gr. 7-8						
	Gr. 9						
	Gr. 10 or 1 P.S.						
Grid No. 1	Gr. 11 or 2 P.S.						
	Gr. 12						

(15) Inst. Code	(16) GRADE LEVEL	(17) M. MEMBERSHIP Total	(Han)	(Dis)	(18) F. MEMBERSHIP Total	(Han)	(Dis)
	K-6 or no Gr. Level						
	Gr. 7-8						
	Gr. 9						
	Gr. 10 or 1 P.S.						
Grid No. 2	Gr. 11 or 2 P.S.						
	Gr. 12						

(15) Inst. Code	(16) GRADE LEVEL	(17) M. MEMBERSHIP Total	(Han)	(Dis)	(18) F. MEMBERSHIP Total	(Han)	(Dis)
	K-6 or no Gr. Level						
	Gr. 7-8						
	Gr. 9						
	Gr. 10 or 1 P.S.						
Grid No. 3	Gr. 11 or 2 P.S.						
	Gr. 12						

(15) Inst. Code	(16) GRADE LEVEL	(17) M. MEMBERSHIP Total	(Han)	(Dis)	(18) F. MEMBERSHIP Total	(Han)	(Dis)
	K-6 or no Gr. Level						
	Gr. 7-8						
	Gr. 9						
	Gr. 10 or 1 P.S.						
Grid No. 4	Gr. 11 or 2 P.S.						
	Gr. 12						

(15) Inst. Code	(16) GRADE LEVEL	(17) M. MEMBERSHIP Total	(Han)	(Dis)	(18) F. MEMBERSHIP Total	(Han)	(Dis)
	K-6 or no Gr. Level						
	Gr. 7-8						
	Gr. 9						
	Gr. 10 or 1 P.S.						
Grid No. 5	Gr. 11 or 2 P.S.						
	Gr. 12						

(15) Inst. Code	(16) GRADE LEVEL	(17) M. MEMBERSHIP Total	(Han)	(Dis)	(18) F. MEMBERSHIP Total	(Han)	(Dis)
	K-6 or no Gr. Level						
	Gr. 7-8						
	Gr. 9						
	Gr. 10 or 1 P.S.						
Grid No. 6	Gr. 11 or 2 P.S.						
	Gr. 12						

(15) Inst. Code	(16) GRADE LEVEL	(17) M. MEMBERSHIP Total	(Han)	(Dis)	(18) F. MEMBERSHIP Total	(Han)	(Dis)
	K-6 or no Gr. Level						
	Gr. 7-8						
	Gr. 9						
	Gr. 10 or 1 P.S.						
Grid No. 7	Gr. 11 or 2 P.S.						
	Gr. 12						

(15) Inst. Code	(16) GRADE LEVEL	(17) M. MEMBERSHIP Total	(Han)	(Dis)	(18) F. MEMBERSHIP Total	(Han)	(Dis)
	K-6 or no Gr. Level						
	Gr. 7-8						
	Gr. 9						
	Gr. 10 or 1 P.S.						
Grid No. 8	Gr. 11 or 2 P.S.						
	Gr. 12						

(19) WEEKLY SCHEDULE

P.NO.	Rm. No.	BEGINS	MIN.	Enroll	MON.	TUES.	WED.	THUR.	FRI.

P.NO.	Rm. No.	BEGINS	MIN.	Enroll	MON.	TUES.	WED.	THUR.	FRI.

(20) Name Last _____ First _____

(21) Soc. Sec. No. _____

(22) Educ'l. Prep. <B ☐, B ☐, B >150 ☐, M ☐

(23) Type Voc. Cert. 1 ☐, 4 ☐, B ☐, P ☐

Cert. No. _____

Other _____

(24) Wks. Ext'd. Teach. _____

(25) Travel Budget _____

(26) Early Placement Program ☐ (27) New Unit ☐

(28) Con Hmkg Semester Classes Use Only:

No. of 2nd Semester Classes to be offered _____

(29) Ag. Use Only Teacher Start Date Mo. _____ Da. _____

Car Dev & Sn Use Only		
Role	F Time	P Time
Tchr		
Other		

STATE USE ONLY TEACHER UNIT

(20) Name Last _____ First _____

(21) Soc. Sec. No. _____

(22) Educ'l. Prep. <B ☐, B ☐, B >150 ☐, M ☐

(23) Type Voc. Cert. 1 ☐, 4 ☐, B ☐, P ☐

Cert. No. _____

Other _____

(24) Wks. Ext'd. Teach. _____

(25) Travel Budget _____

(26) Early Placement Program ☐ (27) New Unit ☐

(28) Con Hmkg Semester Classes Use Only:

No. of 2nd Semester Classes to be offered _____

(29) Ag. Use Only Teacher Start Date Mo. _____ Da. _____

Car Dev & Sn Use Only		
Role	F Time	P Time
Tchr		
Other		

STATE USE ONLY TEACHER UNIT

(20) Name Last _____ First _____

(21) Soc. Sec. No. _____

(22) Educ'l. Prep. <B ☐, B ☐, B >150 ☐, M ☐

(23) Type Voc. Cert. 1 ☐, 4 ☐, B ☐, P ☐

Cert. No. _____

Other _____

(24) Wks. Ext'd. Teach. _____

(25) Travel Budget _____

(26) Early Placement Program ☐ (27) New Unit ☐

(28) Con Hmkg Semester Classes Use Only:

No. of 2nd Semester Classes to be offered _____

(29) Ag. Use Only Teacher Start Date Mo. _____ Da. _____

Car Dev & Sn Use Only		
Role	F Time	P Time
Tchr		
Other		

STATE USE ONLY TEACHER UNIT

(30) Assurance of Compliance (HEW Form 441) previously filed with the U.S. Office of Education in accordance with the Department of Health, Education, and Welfare Regulations applies to this application. Assurance that the program will be operated in conformance with the manual of operations of vocational education service is a part of this report.

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STATE RESEARCH AND SURVEY COPY

(SIGNATURE OF SUPERINTENDENT) _____ (SIGNATURE OF FISCAL OFFICER) _____

SAMPLE

APPENDIX B

SAMPLE FORM VE-22

VE-22 VOCATIONAL EDUCATION CLOSING REPORT — STATE OF OHIO - JULY 1, 1974 - JUNE 30, 1975

(1) SCHOOL DISTRICT | (2) COUNTY NAME | (3) PROGRAM TYPE | (4) CLOSING DATE | (5) VOCATIONAL SERVICE

(6) SCHOOL NAME | (7) TEACHER | (8) APPROVED INSERVICE FOR COURSE | (9) APPLICATION NO. | (10) PAGE NO.

(11) INST. CODE GRID	(12) GRADE LEVEL	OPENING MEMBERSHIP (13) MALE			OPENING MEMBERSHIP (14) FEMALE			CLOSING MEMBERSHIP (15) MALE			CLOSING MEMBERSHIP (16) FEMALE			COMPLETIONS (17) MALE			COMPLETIONS (18) FEMALE			DAYS ABSENCE OF NORMAL COMPLETION TIME WITH SUBSTITUTE TEACHER (19) MALE			DAYS ABSENCE OF NORMAL COMPLETION TIME WITH SUBSTITUTE TEACHER (20) FEMALE		
		TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS
	R-6 OR NO GR. LEVEL																								
	GR. 7-8																								
	GR. 9																								
	GR. 10 OR 1 P. S.																								
	GR. 11 OR 2 P. S.																								
	GR. 12																								
(11) INST. CODE GRID	(12) GRADE LEVEL	(13) MALE			(14) FEMALE			(15) MALE			(16) FEMALE			(17) MALE			(18) FEMALE			(19) MALE			(20) FEMALE		
		TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS
	R-6 OR NO GR. LEVEL																								
	GR. 7-8																								
	GR. 9																								
	GR. 10 OR 1 P. S.																								
	GR. 11 OR 2 P. S.																								
	GR. 12																								
(11) INST. CODE GRID	(12) GRADE LEVEL	(13) MALE			(14) FEMALE			(15) MALE			(16) FEMALE			(17) MALE			(18) FEMALE			(19) MALE			(20) FEMALE		
		TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS
	R-6 OR NO GR. LEVEL																								
	GR. 7-8																								
	GR. 9																								
	GR. 10 OR 1 P. S.																								
	GR. 11 OR 2 P. S.																								
	GR. 12																								
(11) INST. CODE GRID	(12) GRADE LEVEL	(13) MALE			(14) FEMALE			(15) MALE			(16) FEMALE			(17) MALE			(18) FEMALE			(19) MALE			(20) FEMALE		
		TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS
	R-6 OR NO GR. LEVEL																								
	GR. 7-8																								
	GR. 9																								
	GR. 10 OR 1 P. S.																								
	GR. 11 OR 2 P. S.																								
	GR. 12																								

CLOSING MEMBERSHIP BY ETHNIC GROUPS

(21) RACE	(22) MALE			(23) FEMALE		
	TOTAL	HAN	DIS	TOTAL	HAN	DIS
(1) AMERICAN INDIAN						
(2) NEGRO						
(3) ORIENTAL						
(4) SPANISH SURNAMED AMERICAN						
(5) OTHER						

MEMBERSHIP AT END OF PROGRAM

(24) GRADE LEVEL	(25) MALE			(26) FEMALE		
	TOTAL	HAN	DIS	TOTAL	HAN	DIS
R-6 OR NO GR. LEVEL						
GR. 7-8						
GR. 9						
GR. 10 OR 1 P. S.						
GR. 11 OR 2 P. S.						
GR. 12						

(27) MEMBERSHIP IN VOC YOUTH ORG

DECA (DC)
FFA (AG)
FHA (H EC)
GOEA (BOE)
VICA (T & I)

(28) ACTUAL COURSE HOURS

(29) TOTAL PRORATED SALARIES FOR PROGRAM

(30) TOTAL SALARIES PAID TO CO-OP STUDENTS

STATE RESEARCH & SURVEY COPY

SAMPLE

APPENDIX C

SAMPLE FORM VB-23

VE 23

STATE OF OHIO
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

Page No. _____

PLACEMENT OF PROGRAM COMPLETIONS IN VOCATIONAL EDUCATION

SCHOOL YEAR 1973 – 74

SCHOOL DISTRICT

COUNTY

Date Prepared:

SCHOOL

Date Due:

SAMPLE

Preprinted Opening Membership Information

	TOTAL	HAN	DIS	TOTAL	HAN	DIS
[illegible]						
GR 7-8						
GR 9						
GR 10 OR 1 P.S.						
GR 11 OR 2 P.S.						
GR 12						

Preprinted Closing Membership Information

	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS	TOTAL	HAN	DIS

Preprinted Control Information

TEACHER NAME

APPLICATION NUMBER

GRID NUMBER

INSTRUCTIONAL PROGRAM

TAXONOMY NO. & PROG. TYPE

NAME

Items [illegible] Completed by Local Education Agency

STUDENT LATER ORDER	SEX	NUMBER WHO HAVE COMPLETED PROGRAM REQUIREMENTS DURING SCHOOL YEAR	NUMBER AVAILABLE FOR WORK IN LABOR FORCE: WORKING FULL-TIME IN FIELD TRAINED	WORKING FULL-TIME IN RELATED FIELD	WORKING FULL-TIME IN OTHER FIELD	WORKING PART-TIME IN FIELD TRAINED	WORKING PART-TIME IN RELATED FIELD	NOT WORKING BUT SEEKING EMPLOYMENT FOR PURPOSES OF THIS REPORT	NOT WORKING FOR OTHER REASONS	NUMBER WHOSE WORKING STATUS IS UNKNOWN	NUMBER NOT AVAILABLE FOR WORK IN LABOR FORCE: ENTERED ARMED FORCES	CONTINUED FULL TIME STUDY: VOCATIONAL TECHNICAL POST-SEC. IN-DIST	CONTINUED FULL TIME STUDY: OTHER POST-SEC. IN-DIST	MEN RAND	OTHER REASONS	AVERAGE EARNINGS PER HOUR OF STUDENTS WORKING FULL-TIME IN FIELD TRAINED FOR (1)
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
TOTAL	M																
	F																
HAN	M																
	F																
DIS	M																
	F																

STATE RESEARCH AND SURVEY COPY

SAMPLE

Instructions For Completing The Report On Vocational Education From Placement Of Program Completions In Vocational Education

This report is concerned with a follow up of students who were enrolled in a secondary, post secondary or adult preparatory vocational education program during the school year. It will show the status of the students as of October 15.

Columns 1, 2, 3, 4, and 7 have been preprinted from the Vocational Education Closing Report VE 22 for vocational education classes in your school system. Column 7 of this Placement of Program Completions in Vocational Education Report were Items 17, 18, 19, and 20 of the Vocational Education Closing Report, which included three (3) items:

1. Number of students who completed vocational education programs and graduated
2. Number of students who completed vocational education programs and left school at the end of the year without graduating
3. Number left prior to normal completion time with marketable skills and are working full time in field trained

The figures in column 7 must not be changed and the report must be internally consistent.

Column 7 must equal the sum of Columns 8 through 21. A student is reported by category - reg., han., or dis. in the first Column (8-22) which describes his work force activities.

Column 8 – Field Trained – Report the number of students who entered full-time work in the field trained. Note: Full-time work means working the number of hours per week considered a normal work week in a particular occupational field.

Column 9 – Related Field – Report the number of students who entered full-time work in a field related to training in which successful entry was dependent on skills and/or competencies acquired in the vocational instructional program.

Column 10 – Other Field – Report the number of students who entered full-time work but are not accounted for in Column 8 or 9.

Column 11 – Part-Time in Field Trained – Report the number of students who entered part-time work in the field trained. Note: Part-time work means working less than the number of hours per week considered a normal work week in a particular occupational field.

Column 12 – Part-Time in Related Field – Report the number of students who entered part-time work in a field related to training in which successful entry was dependent upon skills and/or competencies acquired in the vocational instructional program.

Column 13 – Other Field – Report the number of students who entered part-time work but are not accounted for in Columns 11 or 12.

Column 14 – Lack of Employment Opportunities – Report the number of students who are seeking work but are not working because of a lack of employment opportunities.

Column 15 – Other Reasons – Report the number of students who are seeking work but are not working because of other reasons.

Column 16 – Number Whose Working Status is Unknown – Report the number of students who could not be located.

Column 17 – Entered Armed Forces – Report the number of students who entered the armed forces.

Column 18 – Vocational-Technical Post-Secondary – Report the number of students who are not working because they enrolled full-time in a vocational-technical program of a public or private institution including junior college and vocational-technical departments of four-year institutions.

Column 19 – Other Post-Secondary – Report the number of students not available for work because they enrolled in a full-time educational program but are not reported in Column 18.

Column 20 – Marriage – Report the number of students not working because of marriage.

Column 21 – Other Reasons – Report the number of students not available for work because of illness, death, choice, etc.

Column 22 – Average Earnings Per Hour of Students Working Full-Time in Field Trained – As of October 15, calculate the average earnings per hour for all students in one instructional taxonomy by adding the hourly earnings of each student reported in Column 8. Divide this sum by the total number of students in Column 8. Report the average earnings for male and female students separately for each category. – Total, Handicapped and Disadvantaged.

APPENDIX D

SAMPLE FORM VE-26

VE FORM 26
Rev 1274

APPLICATIONS FOR PRELIMINARY APPROVAL OF DISCONTINUED, NEW AND/OR EXPANDING FULL-TIME ADULT, TECHNICAL AND HIGH SCHOOL VOCATIONAL EDUCATION PROGRAMS OR CLASSES FOR SCHOOL YEAR 19__ - 19__

MAIL TO: *State Department of Education*
DIVISION OF VOCATIONAL EDUCATION
907 Ohio Departments Building
65 South Front Street
Columbus, Ohio 43215

Submit Three (3) Copies Prior to May 1*

A. 1. Check One School District Type:

Local	☐	Comm. Coll.	☐
Ex. Vil.	☐	Tech. Coll.	☐
City	☐	University	☐
J.V.S.	☐		

B.
2. School District Name _____ 3. County _____
4. School District Address _____ (Street) _____ (City) 5. _____ (Zip Code)
7. Reference: Name & Telephone _____

Acting on behalf of the Board of Education or Board of Trustees, I hereby apply for preliminary approval of the following changes in Vocational Education programs to begin with the opening of the next school year. Programs will be developed in accordance with the policies and standards of the Ohio Plan for Vocational Education and such supportive information as requested to justify the establishment of such program(s).

Date _____ Signed _____
Superintendent/President, Board of Education

STATE USE ONLY

Application Number _____ Date _____

SERVICE	Post Secondary Units	Secondary Units	Date Approved	Initials
Agriculture				
Business & Office				
Distributive				
Health				
Home Economics				
Trade & Industrial				
Technical				
UNITS APPROVED				

The programs and total units listed have been approved, subject to the availability of vocational units and operation of the program(s) in accordance with the standards adopted for such program(s) and any written requirement for change.

Date _____ Signed _____
State Director of Vocational Education

C.

8. School Code Number	9. School Name	10. Grade Level	11. No. of Students	12. Program Type	13. No. of Classes	14. Number of Units New	Expan.	Reinstl	16. Course Name	17. Weeks of Instruc.#	18. Program Discontinued ##	19. Advisory Committee	State Use

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D.
20. The new or additional vocational programs being requested reflect cooperative planning within the Vocational Education Planning District.

Date _____ Signed _____
Vocational Education Planning District Superintendent+

* Application must be made to operate any class which did not receive vocational reimbursement during the present school year.
** For Inst. Code Number, use Vocational Education Reporting Information Manual.
# Post-Secondary Programs Only.
If your school district is planning to discontinue the operation of any reimbursed vocational program, check this column and omit column 10.
+ Public School Districts Only.

SAMPLE

INSTRUCTIONS FOR COMPLETING VE FORM 26

Applications for Preliminary Approval of Discontinued, New and/or Expanding Full-Time Adult, Technical and High School Vocational Education Programs or Classes

General Instructions -

This Form is to be completed and signed by the appropriate school personnel if a school district is planning to add new programs or expand existing offerings in Vocational Education. Please Note: This form is also to be used by school districts which are planning to discontinue the operation of a current vocational reimbursed program or class next school year.

Specific Instructions - VE Form 26

Use the spaces on the VE Form 26 to enter the following information:

Item A-1 - Check One School District Type
Blacken the box which identifies the specific type of school district which is requesting approval.

Item B-2 - School District Name
Enter the official name of the school district.

Item B-3 - County
Enter the name of the county in which the school district office is located.

Item B-4 - School District Address
Enter the street address of the school district office.

Item B-5 - City
Enter the name of the city associated with the school district.

Item B-6 - Zip Code
Enter the official U. S. postal service zip code for the school district.

Item B-7 - Reference: Name & Telephone
Enter name and telephone number of [illegible] person to be contacted in case the State Office needs further information.

Item C-8 - School Code Number
Enter the official code number of the school which will have the responsibility for the vocational program.

Item C-9 - School Name
Enter the official name of the school building in which the vocational program will be offered.

Item C-10 - Grade Level
Enter the [illegible] of the programs or classes that will [illegible] new or expanded units.

Item C-11 - [illegible] Students
Enter the anticipated enrollment for the class(es).

Item C-12 - Program Type
Enter the official program type code for the class. (Refer to "Vocational Education Reporting Information" manual for approved program types by vocational services.)

Item C-13 - Number of Classes
Enter the planned number of new or expanded classes which will require additional vocational reimbursement.

Item C-14 - Number of Units - New/Expanding
Indicate the unit [illegible] anticipated for the new or expanding [illegible] program. "New" refers to programs which currently are not operating in the school building indicated in "Column C-[illegible]". "Expanding" refers to programs which will have additional units or classes operating in facilities which have received unconditional [illegible] funding during the current [illegible] year.

Item C-15 - Instructional Code Number
Enter the official instructional code number for the vocational course. (Refer to "Vocational Education Reporting Information" manual for instructional codes.)

Item C-[illegible] - Course Name
Enter course name corresponding to instructional code number of "Column C-15".

Item C-17 - Weeks of Instruction
Enter the number of weeks of instruction for all full-time adult and technical education programs.

Item C-18 - Program Discontinued
If your school district is planning to discontinue the operation of any reimbursed vocational program or class, check this column and leave "Column C-14" blank. Also, please attach to this application a letter explaining the reasons for discontinuing this program or class.

Item C-19 - Advisory Committee
Check this column if local advisory committees have formally recommended this program for operation. Attach to each VE Form 26 a listing of names and addresses of advisory committee members for each program being requested.

Item D-20 - Signature of Vocational Education Planning District Superintendent
The V.E.P.D. Superintendent should review this request to determine if the new and expanding or discontinued programs are in keeping with the vocational education plan which has been filed with the State Department of Education and is in keeping with any current plans for local change.

Superintendent/President of District
Upon completing the VE Form 26, and obtaining the V.E.P.D. Superintendent's signature, the Superintendent or President of the requesting district should sign the form.

Submit three (3) copies of this form to the Vocational Division by May 1

State Department of Education
Division of Vocational Education
907 Ohio Departments Building
65 South Front Street
Columbus, Ohio 43215

Please Note: The "Vocational Education Reporting Information" manual is mailed to all school district superintendents each fall. Additional copies are available upon request.

SAMPLE

APPENDIX E

PAROCHIAL SCHOOL APPROVALS

APPENDIX E

Vocational Education Programs Operated by a Joint Vocational School District for a Parochial School

These are the conditions under which a JVSD may operate a vocational program for a parochial school at the parochial school.

1. The JVSD must employ the teacher.
2. The JVSD must lease the space for the program from the parochial school.
3. The program must be open to any pupil in the JVSD who wishes to enroll.
4. The parochial students must become classified as home students of the public school district.
5. If any pupil is not in a public school district of the JVSD, tuition must be paid to the JVSD.
6. The JVSD will receive state foundation reimbursement.
7. The public school district which claims the parochial school as home students will count 1/4 FTE of the pupils attending the vocational program on a time basis; that is, if the pupil attends a program operating a full day by the JVSD, the home school would receive 1/4 FTE. If the pupil attends a program operating a half day by the JVSD, the home school would receive 1/4 times 1/2 FTE.
8. The parochial school may count any remaining ADM not assigned to the JVSD and the home school district; all fractions of ADM claimed by all schools may not total more than one full pupil.

ADM - Average Daily Membership
FTE - Full-Time Enrollment
JVSD - Joint Vocational School District

APPENDIX F

ADULT VOCATIONAL UNITS

APPENDIX F

Changes in Adult Vocational Units

Effective July 1, 1974, consideration is given to funding adult vocational units on the following basis:

Hours/Day	Hours/Week	No. Weeks	Total Hours	Unit
5	25	48	1,200	1.33
5	25	36	900	1.00
4	20	36	720	.80
3	15	36	540	.60

Some examples of these unit type programs are

1. A three-hour-block program, 15 hours per week with same teacher (similar to the high school 02 program)—.60 of a unit with 540 hours in program.

2. A three-hour-block program plus one related hour, 20 hours per week with same students, same teacher or no more than two teachers (one teaching the entire block and the other teaching the related class) like the high school 01 program—.80 of a unit with 720 hours.

3. The 900 hour—36 week program (1.00 unit).

4. The 1,200 hour—48 week program (1.33 units).

Also slot-in/slot-out type programs:

1. A 540- to 1,200-hour program with curriculum completely outlined to be constructed prior to enrollment.

2. In a 25-hour program, no more than three fully qualified teachers may be used for any program. One instructor must teach an entire three-hour block in a fully equipped laboratory; the other two teachers may be used in remaining two hours of related instruction.

3. Students may be slotted in at any point of the program or slotted out when they meet their objective as long as the student count stays between 12-25 students.

4. In a 25-hour-per-week program, two hours of related classes may be in an unequipped classroom, but the three-hour block of time (25 hour/week program) must be in a fully equipped laboratory.

5. Minimum ADM of 10 must be maintained during the length of any unit.

APPENDIX G

USE OF TRAVEL FUNDS

APPENDIX G

USE OF TRAVEL FUNDS FOR VOCATIONAL EDUCATION

The following regulations regarding the proper use of travel funds have been established for vocational education. Individuals approved for reimbursement for travel should carefully review these regulations.

1. It will be necessary for each individual given approval for travel to file with the clerk of the board of education a record of mileage and the amounts expended by the board for travel for each month. Mileage shall be based on a statement showing point-to-point travel, continuous from the school building to industry to point of other activity and return to the school. List names of companies or individuals visited. Driving outside the district should be based on map mileage when possible, or otherwise explained on travel form. This mileage and amount will be submitted at the end of each fiscal year (July 1 to June 30) on the usual affidavit, VE Form 2A.

2. Mileage can be approved for activities in connection with instruction, organization, and improvement of vocational education programs for youth and adults.

3. Travelers should secure pre-approval of the board of education or superintendent for longer trips outside the school district or community.

4. Nonapproved mileage—mileage cannot be reimbursed from state funds for driving in the following situations:

   a. Driving from home to school
   b. Out-of-state trips
   c. Nonvocational trips and social activities
   d. Travel to attend summer school or graduate courses
   e. General school meetings
   f. General school business
   g. Trips to town for supplies
   h. Attendance at annual professional association meetings

5. Special travel and/or subsistence may be approved by the state office on VE Form 2B for individuals attending meetings conducted by the division. Rates of reimbursement are established by the state office and paid through the local board of education. Reimbursement is to be claimed in the subsistence column on the VE Form 2A at the end of the fiscal year.

Supervisors, coordinators, and instructors are asked to plan trips so travel money will be wisely used and only for approved purposes. Emergencies may require special trips and in these situations, explanations should be made. Reimbursement for trips should be questioned when mail or telephone service can be used.

APPENDIX H

SAMPLE FORM VB-27

Form VE-27
(4-30-75)

SUBMIT FOUR COPIES

State Department of Education
DIVISION OF VOCATIONAL EDUCATION
Columbus, OH 43215

Check 1 Only:	Sec	Adul
C Projects		
D Projects		
F Projects		
Appalachia		
SpNd Projects:		
102(b)		
Disad B		
Handic B		

AFFIDAVIT FOR REIMBURSEMENT

I, _____, do solemnly swear that I am the duly appointed

Fiscal Officer of the _____ _____
(District Code No.) (Name of School District or

_____ of _____ County, Ohio; that as said Fiscal Officer I have paid or will
Institution)
pay from funds of said institution the following expenses required in organizing and conducting the approved project entitled _____ (Project Number: _____)

for the period from _____ to _____; that fiscal records have been maintained in such a manner that receipts and expenditures for this and like projects are separately identified on the books of said institution; that for all items of equipment reported and reimbursed on this program an inventory and depreciation record is being kept and a copy will be submitted to the State Office annually as of June 30; and further agree that if said equipment is no longer used for the purpose for which approved, the State is given the right to arrange for another school district maintaining an approved vocational program in which the equipment is needed to purchase, at fair market value, the local share of said equipment and to transfer the State's interest in such equipment to another district.

BREAKDOWN OF EXPENDITURES ON THIS PROJECT					
a. Personnel (list over)					
b. Fringe Benefits					
c. Travel					
d. Equipment (see over)					
e. Supplies					
f. Contractual					
h. Other (identify)					
i. Totals					
k. MAXIMUM REIMBURSEMENT REQUESTED					

SAMPLE

_____
Signature

Title _____

Mailing Address _____

_____

_____

Clerk-Treas. Phone _____

Approved reimbursement for $ _____
in accordance with approval

STATE USE ONLY

Priority _____ % Reimb. _____

Local Share _____

State Share _____

AMOUNT ADVANCED _____

BALANCE DUE _____

_____
Director of Vocational Education

_____
Date

a. & b. PERSONNEL COSTS ITEMIZATION (add extra pages if necessary):

Name	Title	Direct Costs			State Use
		Salary	Retirement	Other	
In-Service Salaries (no itemization)					
Clerical (no itemization)					
TOTALS forwarded to			b.	b.	

d. EQUIPMENT (Rental or Purchase [illegible] Supplies):
Note: Attach one copy of in[illegible] each item listed below. Purchased items will be computerized for [illegible]re identification and review. Each item must have had prior approval on [illegible]VEP-3 form or simila..

Item No.	Quantity	Item	Type* R	Type* P	Serial Number	Vendor	Net Cost	State Use
TOTAL COST OF EQUIPMENT (forwarded to d.)								

Add additional sheet(s) as necessary

* Check Mark R = Rental
Type: P = Purchase

SAMPLE

APPENDIX I

SAMPLE FORM VE-28

Form VE-28
(6-3-74)

State Department of Education
DIVISION OF VOCATIONAL EDUCATION
Columbus, OH 43215

Check 1 Only:	Sec	Admin
C Projects		
D Projects		
F Projects		
SpNd Projects:		
102(b)		
Disad B		
Handic B		

AGREEMENT

--- between the DIVISION OF VOCATIONAL EDUCATION and

_____ IRN _____

Address _____, _____, _____, _____

In consideration of the fact that the DIVISION OF VOCATIONAL EDUCATION agrees to reimburse _____ for its expenditures in the amounts and for the purposes stated in the budget herewith for the year beginning July 1, ___ and ending June 30, 19___, the _____ hereby agrees to provide special services in _____ for the year [illegible]. Such activities shall be operated in compliance with the assurances, provisions, standards established for Ohio in the project proposal, and will be subject to the supervision of the DIVISION OF VOCATIONAL EDUCATION.

PROJECT #_____, BUDGET FOR _____ (title)

a. Personnel					
b. Fringe Benefits					
c. Travel					
d. Equipment (submit OVEP 3)					
e. Supplies					
f. Contractual					
h. Other (identify)					
i. Totals					
k. MAXIMUM REIMBURSEMENT CALLED FOR IN THIS AGREEMENT					

(Note: Changes in the above budget exceeding 10% in or out of any category must have prior approval of the project monitor in the DIVISION.)

Upon approval of the AGREEMENT, advance funding of 33% will be made in approximately four weeks provided that fiscal reports for the previous year (if applicable) have been submitted to the DIVISION. A second advance funding of 33% will automatically be made at the end of six months. Reimbursement of the balance, the total of which will not exceed that stated in the budget herewith, will be made at the end of the project upon receipt of a properly attested affidavit showing the actual expenditures during that period, and all necessary reports. Four complete affidavits with the required supporting documents will be submitted within 15 days after program has been completed and no later than July 15.

All payment of funds will be made in accordance with the provisions of Public Law 90-576 and the implementing regulations. Any funds not spent in accordance with the provisions of 90-576 will be returned to the State Department of Education, Division of Vocational Education upon request.

In behalf of _____: Date _____

_____ _____

President, Board of Trustees or Superintendent of Schools

Fiscal Officer, Board of Trustees or Clerk-Treasurer, Board of Education

Approval in behalf of the State DIVISION OF VOCATIONAL EDUCATION:

_____ Date _____

State Director, Vocational Education

SAMPLE